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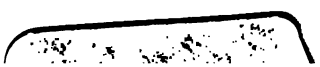
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HOW TO PREPARE FOR CIVIL SERVICE COMPETITION

BY

P·W·JOYCE·LL·D

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HOW TO PREPARE

FOR

CIVIL SERVICE COMPETITION,

UNDER THE NEW REGULATIONS.

BY

P. W. JOYCE, LL.D., T.C.D.



"Let none presume
To wear an undeserved dignity."
MERCHANT OF VENICE.

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CONTENTS.

		PAGE
CHAPTER	I.—The Programmes,	7
CHAPTER	II.—Work,	14
CHAPTER	III.—Handwriting,	23
CHAPTER	IV.—Orthography,	26
CHAPTER	V.—Arithmetic,	33
CHAPTER	VI.—Copying,	42
CHAPTER	VII.—English Composition,	45
CHAPTER	VIII.—Précis, Indexing, and Docketing,	53
CHAPTER	IX.—Geography,	64
CHAPTER	X.—Book-keeping,	74
CHAPTER	XI.—English History,	79
CHAPTER	XII.—Preparatory Examinations,	82
CHAPTER	XIII.—The Examination,	85
APPENDIX:—		
	The New Regulations,	97
	Specimens of Examination Papers,	107

PREFACE.

SINCE the publication of the Order in Council of the 4th June, 1870, throwing open to public competition the clerkships of the Civil Service, young men have been busy all over the country, preparing for the examinations. But it may be safely asserted that the greater number are wasting their energies in vain, from the want of precise and detailed information as to the nature of the examinations they will have to undergo, the exact portions of the various subjects that ought to be studied, and the best manner of studying them.

The great majority of such candidates will come up to the examinations—many of them confident in their own attainments and hopeful of success—and after taking a leap in the dark, will in the end find themselves humbled and disappointed. The prizes that have been so long dancing before their eyes, have been borne away by others, in no degree, perhaps, superior to themselves, except in knowing exactly what they were about while *preparing for the struggle*.

To supply a guide to all such young persons, to demonstrate to them the necessity for hard and persevering work, to show them what to study and how to study, has been my object in writing this little book. I have attempted to place finger posts at all the critical turns of the path, for the direction of those who are determined to undertake the journey.

I acknowledge with pleasure that I have received valuable assistance from Michael T. Duggan, Esq., formerly a pupil of mine, and now one of the staff of the Education Office, who is intimately acquainted with all the details of Civil Service examinations, and the methods of preparing for them.

DUBLIN, *January*, 1871.

HOW TO PREPARE

FOR

CIVIL SERVICE COMPETITION.

CHAPTER I.

THE PROGRAMMES.

From the Regulations issued by the Civil Service Commissioners, on the 27th October, 1870, a copy of which is printed in the Appendix to this book, it may be gathered: 1. That there will be periodical examinations of candidates for Civil Service appointments, of which timely public notice will be given; 2. That the number of situations vacant on each occasion through the three kingdoms, will also be notified; and 3. That the successful candidates will be selected in the order of merit to fill the vacant places, and those that may become vacant before the next examination.

There are three programmes of examination, which are printed separately at the end of this chapter; and it will appear that the new appointments are to be divided into three classes, corres

ponding with these three programmes. The Commissioners have not yet made public the salaries to be attached to the two higher classes of situations.

Before candidates are permitted to present themselves for examination in the first programme, they have to pass a preliminary or test examination (which is not competitive), in 1. Handwriting; 2. Orthography; 3. Arithmetic (to vulgar and decimal fractions); 4. English composition.

In like manner, previous to examination in the second programme, they will be tested in 1. Handwriting; 2. Orthography; 3. Arithmetic (to vulgar and decimal fractions).

One might conclude, from a look at the programmes, that the test examinations must be very easy. But the large numbers rejected for failure every year show that, for the generality of candidates, they are not at all easy. In the year 1865, for instance, out of 411 candidates subjected to a test examination, 196, or nearly half, failed.

Some have complained that programme I. is too extensive; but there is no ground for such a complaint, for the plain reason that the subjects are all optional—you may take as many or as few as you please. In some respects, indeed, it may be said—so long as the subjects are optional—that the more extensive a programme is, the more reasonable, for it opens up the public service to a greater variety of candidates.

No one will, I suppose, attempt all the subjects in this programme, and it requires serious deliberation to decide how many you are to *take. If you grasp at too many, you may lose in depth more than you gain in extent of surface.*

Moreover, since the Commissioners expressly say that a candidate will not be allowed any marks for a subject unless he has a competent knowledge of it (a competent knowledge being probably represented by about one-third of the maximum number of marks), there is this further danger, that you may be disqualified altogether in one or more of the subjects you have insufficiently prepared; and all the time and pains you have bestowed on them are so much dead loss. Notwithstanding this caution, however, if a student have already any knowledge of a subject, even though it be very imperfect, I should advise him not to let it go for nothing, but to endeavour to turn it to some account at the examination by a little previous brushing up.

On the other hand, if you take too few, though you may bring good marks in each, you may not be able to accomplish so high a total as those who have been more judicious in proportioning the number of subjects to their own special capacity.

There are two of the subjects, Mathematics and Natural Science, for which very high marks are allowed, and unless a candidate is able to take at least one of them, he is in the utmost danger of defeat; while those who are prepared to answer in both have a great advantage over those who are not.

In this country, for reasons that need not now be adverted to, there are comparatively few opportunities for learning any foreign language; and there are hundreds of young people in the middle and lower classes, especially among the national schoolmasters, who in general scholarship are *quite on a par* with the better class of college

students, except in a knowledge of languages. It is an interesting question whether a person of this kind could compete in Programme I. with any hope of success.

The grand total of all the maximum marks in this programme is 7625. From an analysis of the results of the examinations for the Indian Civil Service (the programme of which is not very different from the present), I am inclined to believe that for some time to come very few candidates will score more than 3500 marks at any examination on the subjects of Programme I.

So far as the national teachers are concerned, the best educated of them have often a sound knowledge of Elementary Mathematics and Physical Science, which in a great degree compensates for the want of languages. In nearly all cases they will be able to take, in addition, English Composition, History of England, English Language and Literature, Political Economy, and two of the subjects, French,* German, Italian, Moral Sciences, Jurisprudence; and a man will scarcely be safe if he attempt less than this. The sum total of the maximum marks for these is either 4875 or 5000, out of which a well-read student should be able to score 3500, or something very close on it. He who is well prepared in these may indeed be beaten by a college-taught man; but he can hardly fail to win a place among the successful candidates.

* Except for a few offices, such as the Dublin Metropolitan Police, a conversational knowledge of French is not required. An industrious student can learn to translate and write *French, without* a teacher, in six months by working at it an *hour and a half* or two hours every day.

Programme II. is moderate, and can be compassed by any young man of fair ability and industry. It is stated in the instructions that the subjects are optional; but I think it quite necessary that you should take the whole of them, in order that you may have any chance of success.

The time required to prepare in either programme will of course be different for different persons, according to their scholarship. Let us suppose a man who has had a fair knowledge of Elementary Mathematics (Six Books of Euclid, quadratic equations, and plane trigonometry), who has studied Physical Science, so as to enable him to take first class in two or three of the subjects on the Science and Art list, who can write correct English, and who knows a little of English Literature, Political Economy, and Logic; or again, say he knows little or nothing of Mathematics and Physical Science, but has acquired a good knowledge of Latin, Greek, and one or two modern languages, other acquirements remaining the same: in either case it would take him about twelve months, at the average rate of five hours a day of earnest study, to enable him to pass a successful examination in the first programme.

If a young fellow of about sixteen years of age has got a good elementary education in school—is a good penman, a fair speller, and has a sound knowledge of arithmetic—knows some geography, and has been accustomed to write the English language—if, in short, he is as well educated as a clever fifth class boy or a well-taught monitor of the third year in a national school, he should be able to *present himself* for examination on the *whole of the second* programme with fair hopes of

success, by studying on the average five hours a day for eight or ten months.

Little need be said about the third programme. I must warn the candidate not to be deceived by its elementary character. All I have said in chapters IV., V., and VI.—speaking of the second programme—about the difficulty of the exercises in Orthography, Copying, and Arithmetic, applies with full force here. This programme will, therefore, require a preparation, not, indeed, very long, but quite as careful as the others.

PROGRAMME I.

	Marks.
English Composition (including Précis Writing)	500
History of England (including that of the Laws and Constitution)	500
English Language and Literature	500
Language, Literature, and History of Greece	750
Language, Literature, and History of Rome	750
Language, Literature, and History of France	375
Language, Literature, and History of Germany	375
Language, Literature, and History of Italy	375
Mathematics (pure and mixed)	1250
Natural Science; that is (1), Chemistry, including Heat; (2) Electricity and Magnetism; (3) Geology and Mineralogy; (4) Zoology; (5) Botany	1000
*** The total (1000) marks may be obtained by adequate proficiency in any two or more of the five branches of science included under this head.	
Moral Sciences; that is, Logic, Mental and Moral Philosophy	500
Jurisprudence	375
Political Economy	375
Additional subjects (each)	500

PROGRAMME II.

	Marks.
Handwriting	400
Orthography	400
Arithmetic	400
Copying MS. (to test accuracy)	200
Indexing or Docketing	200
Digesting Returns into Summaries	200
English Composition	200
Geography	200
English History	200
Book-keeping	200
Additional subjects (each)	200

PROGRAMME III.

("For the selection of persons for temporary employment as writers in various public departments.")

Handwriting.*
Orthography.
Arithmetic (including Vulgar and Decimal Fractions)†.
Copying Manuscript.

* Great importance will be attached to the clear formation of the letters of the alphabet, and also of figures.

† Candidates must pass in elementary arithmetic; marks will also be given for proficiency in the higher rules.

CHAPTER II.

WORK.

You must train yourself to the practice of working continuously for three or four hours at a time, without the least pause, hesitation, or rest. This may appear a very simple matter, and yet there are not many able for it without a great deal of previous practice.

Take a plain example:—copying a passage from a printed book will be probably regarded as the easiest, the least fatiguing of all pen work. But try whether you can keep copying for two hours together, without turning your eyes a moment from your work, at the same time doing the thing carefully and quickly, so as to produce a neatly written copy of 2,000 words within the time, and you will probably find that this is a harder task than you had previously thought.

In this case there is very little head work: of course the difficulty is vastly increased when there is during the whole time a severe strain on the mind, as when you are employed in working arithmetical exercises, composing an essay, or drawing a map from memory—in each case working against time.

Yet this power of continuous work is quite necessary; unless you possess or acquire it, you have a poor chance of ever winning a Civil Service appointment. Moreover, when I say three or four

hours, I mean it merely as a good beginning: you must gradually increase it; and coming on towards the time of examination, you can hardly hope to succeed unless you work for six or eight hours every day.

Among those who study, the greater number study only by scraps—an hour at one thing, an hour at something different, a third hour idling, &c. They get tired of a subject or pursuit in a few days, and throw it aside for something else, which is destined to be soon discarded in its turn. People of this kind spend their lives indolently nibbling at everything, and seldom accomplish anything of importance.

This most fatal habit must be eradicated before you can hope for success. You must make yourself able to study, to commit to memory, or to practise the various kinds of paper exercises, for several hours at a time, day after day, with unvarying perseverance, until you master all the subjects of the programme; otherwise you may be assured you will never win a place in open competition.

We must not indeed undervalue the vast advantages of natural ability; but no amount of talent will render unnecessary serious and persevering work. There are thousands of people endowed by nature with intellects capable of the highest achievements, who nevertheless pass through life worthlessly, blinded by the fatal delusion that the possession of natural gifts exonerates a man from laborious application. It is one of the commonest things in the world that medium abilities, united with persevering labour, accomplish more

than the most commanding talents counteracted by an indolent disposition.

The more you read of biography, the more you hear of the private life of distinguished men, the more you will be convinced that those who leave their mark behind them—those who have forced their way to the highest offices—are invariably remarkable for laborious application to business; and it will be found that a large proportion of what the world commonly understands as great natural cleverness, consists in the power of work. Half the failures in life that we every day witness are due to mere laziness; but well directed labour never fails to bring its reward. When you see a man outstrip his neighbour in the race of life, you may be certain that, ten chances to one, it is not because he was originally gifted with more natural ability than the other, but because he works harder.

The power of continuous work is attained by practice. Never work lazily. Whenever you are at the business of preparation—whether committing to memory, mapping, solving arithmetical exercises, or simple copying—give yourself the habit of working with all your might for the time being, and keeping up the effort as long as you are able: after even a fortnight's labour you will find yourself making great progress, only you must work in real earnest.

Every good grinder knows very well that it is as necessary to increase the working power of his pupil as his store of information; and that this is perfectly possible, and even moderately easy, we see proved every day before our eyes.

Young men, unaccustomed to steady application,

are constantly coming under the instruction of our tutors. At first it almost invariably happens, that the quantity of work set forth to be prepared for each coming lesson, appears perfectly overwhelming to the poor student. But the tutor meantime, if he be an able man, and determined to discharge his duty, will insist on its being done; and, after a few lessons, the pupil easily accomplishes an amount of work, that appeared an utter impossibility only a month before.

In the case of some of the subjects, such as Political Economy, History, English Literature, &c., you will find it profitable—indeed I think it quite necessary—to write out abstracts for use at various times during your study, but especially just before the examination. These must be done very carefully, otherwise you may find them useless when you most want them.

They should contain the substance, including all the salient points; they must not be too short, else they will fail, when you read them afterwards, to call forward before your memory all of the subject that remains behind. The writing must not be small and crowded, but the very reverse—large and open, neat, and in small paragraphs. I know an inspector of national schools who attributes his success mainly to the careful and extensive abstracts he made of nearly all the subjects.

If you are engaged on Programme I., you should so manage as to have the study of all the subjects completed about a month before the examination. You employ this month in a final review of the whole field; and this is the time in *which you will find* your abstracts useful. I have

laid down five hours as the average daily time to be given to study. During this last month, however, you must double the time, if it be at all possible, consistently with your other avocations, so that you may go in perfectly familiar with all the details of all the subjects. It may appear paradoxical, but yet it is true, that ten hours a day for the last month, are twice as profitable as five hours a day for the last two months.

In case of the second programme, a recapitulation of eight hours a day for a fortnight will be sufficient.

All this presupposes a satisfactory state of bodily health. Of this you must take the greatest care. Many an earnest student has nearly completed his course, but from excessively close application has broken down in the end, with the object of his aspirations almost within his grasp.

The best safeguard against such a danger is moderate exercise. If you study for five or more hours, you should walk twice a day, two or three miles at a time. Those who are accustomed to hard study know how neecessary this is to preserve, not merely health, but also that cheerful elasticity of mind so essential to the success of the student.

A good part of your work can be done while you are walking, book in hand, in the open air. Whenever the weather permits this, you should take advantage of it.

If you have had such a length of time for study as I have supposed—if you are not very closely pressed towards the end—I strongly advise you to spend the last three days perfectly idle, so far *as study is concerned*, merely rambling about,

and taking any open air amusement within your reach. If you have made a good previous preparation, you need not fear that this will dim your memory. Be not alarmed in the midst of your recreation if you fancy you can perceive the fine lines of detail fading away; the sight of a paper of questions will act like fire on invisible ink—it will draw forth your knowledge in all its original distinctness.

You should follow some plan in study; that is, instead of taking up each subject according to the caprice or humour of the moment, you ought to draw out for your guidance some kind of time-table, giving each subject whatever amount of time you may think necessary; and you should follow this self-imposed arrangement for the time being, till you may see fit to alter it.

Of course, the time to be given to each subject, the order of the subjects, &c., will vary with different people, according to their previous state of preparation, their time, their tastes, or other circumstances. Even for the same student it will have to be changed from time to time, as he advances in his studies.

I give the following two time-tables as specimens. They are supposed to be for a person engaged in preparing the subjects of the second programme, who can give only morning and evening to his study. The first is for a week in the first month; the second, for a week in the sixth month; and in both cases it is supposed that the learner works altogether five hours a day.

TIME TABLE I., FOR A WEEK IN THE FIRST MONTH.

Monday and Thursday	7½ to 9 a.m.,	Geography.
	6½ to 8½ p.m.,	Arithmetic.
	8½ to 10 p.m.,	Composition.
Tuesday and Friday,	7½ to 9 a.m.,	Geography.
	6½ to 8 p.m.,	Arithmetic.
	8 to 10 p.m.,	Précis.
Wednesday and Saturday,	7½ to 9 a.m.,	Geography.
	6½ to 7 p.m.,	Copying.
	7 to 10 p.m.,	Arithmetic.

TIME TABLE II., FOR A WEEK IN THE SIXTH MONTH.

Monday and Thursday,	7½ to 9 a.m.,	English History.
	6½ to 8 p.m.,	Book-keeping.
	8 to 10 p.m.,	Arithmetic.
Tuesday and Friday,	7½ to 9 a.m.,	Geography.
	6½ to 8 p.m.,	English History.
	8 to 10 p.m.,	Arithmetic.
Wednesday:	7½ to 9 a.m.,	English History.
	6½ to 8 p.m.,	Arithmetic.
	8 to 10 p.m.,	Book-keeping.
Saturday:	7½ to 9 a.m.,	Composition.
	6½ to 7 p.m.,	Copying.
	7 to 9 p.m.,	Précis.
	9 to 10 p.m.,	Arithmetic.

As a further guide to the student, I will here specify what I consider to be a reasonable amount of lessons for each interval in these time-tables; you may call them "tasks" if you please, for they fairly represent what a good grinder would require a student to prepare for him. I may remark that I know at least a dozen young men, now holding Civil Service appointments in Dublin, who won their places—in nearly all cases at the first attempt—after having regulated their studies *in strict accordance* with time and task tables ex-

actly resembling those given here. If you have not been accustomed to study, it will take at least a month's training before you can get over the work I have laid down here, in the specified time.

WORK FOR A WEEK IN FIRST MONTH.

Monday: *Geography* (1½ hour): Anderson, p. 104—Rivers of Europe (whole page).
Arithmetic (2 hours): Barnard Smith, Profit and Loss, Nos. 1 to 30.
Composition (1½ hour): "Sicily."

Tuesday: *Geography* (1½ hour): Anderson, p. 105—Rivers of Europe (whole page).
Arithmetic (1½ hour): Barnard Smith, Cube Root, Nos. 4 to 12 inclusive.
Précis (2 hours): Papers relating to the conflict between the Alabama and the Kearsarge.

Wednesday: *Geography* (1½ hour): Recapitulation of two previous days' lessons. Draw map of Europe.
Copying (½ hour): a page of any tabulated statement in a blue book or report.
Arithmetic (3 hours): Barnard Smith, Miscellaneous Exercises, I., II. Long Tots, 18 to 29, inclusive.

Thursday: *Geography* (1½ hour): Anderson, Europe, pp. 12-18. Draw map of Italy.
Arithmetic (2 hours): Johnston, Miscellaneous Exercises, A and B.
Composition (1½ hour): "Fortitude."

Friday: *Geography* (1½ hour): Anderson, Rivers of Asia. Draw and fill in outline map of Asia.
Arithmetic (1½ hour): Johnston, T.
Précis (2 hours): Papers relating to the formation of a Welsh colony in Patagonia.

Saturday: *Geography* (1½ hour): Recapitulation of week's work.
Copying (½ hour): Any page of tabulations in any report.
Arithmetic (3 hours): Barnard Smith, Miscellaneous Exercises, III., IV. Long Tots, 30 to 41, inclusive.

WORK FOR A WEEK IN SIXTH MONTH.

Monday: *English History* (1½ hour): Ince and Gilbert, Hen. IV., pp. 58–60.
Book-keeping (1½ hour): Hunter, Question 38.
Arithmetic (2 hours); Barnard Smith, Stocks, Nos. 6-32, inclusive.

Tuesday: *Geography* (1½ hour): Stewart, Descriptive Table, "Spain." Draw outline map of Spain, and fill it in.
English History (1½ hour): Ince and Gilbert, Hen. V., pp. 60–62.
Arithmetic (2 hours): Johnston, L and M.

Wednesday: *English History* (1½ hour): Ince and Gilbert, Hen. VI., pp. 62-65.
Arithmetic (1½ hour): Barnard Smith, Comp. Interest, Nos. 1 to 15.
Book-keeping (2 hours): Hunter, Question 39.

Thursday: *English History* (1½ hour): Ince and Gilbert, Edw. IV., pp. 65–67.
Book-keeping (1½ hour): Hunter, Questions 40 and 41.
Arithmetic (2 hours): Barnard Smith, Appendix, I., II.

Friday: *Geography* (1½ hour): Stewart, Descriptive Tables, "Portugal," "Switzerland." Draw and fill in outline maps of Portugal and Switzerland.
English History (1½ hour): Ince and Gilbert, Edw. V., pp. 67-69.
Arithmetic (2 hours): Johnston, C and H.

Saturday: *Composition* (1½ hour): "Chivalry."
Copying (½ hour): A tabulated page of a blue book.
Précis (2 hours): Papers relating to the assassination of Dr. M'Carthy at Pisa.
Arithmetic (1 hour): Barnard Smith, Appendix, III.

CHAPTER III.

HANDWRITING.

You will see by a glance at the second programme, that each of the three subjects, Handwriting, Spelling, and Arithmetic, has 400 marks, while each of the others has but 200. Consequently, the candidate who is a good and quick penman, who can spell well, and who is a good arithmetician, has an immense advantage over others not so well prepared. These three subjects bring him over nearly half the course (twelve twenty-sixths), and he must be a great laggard indeed in the rest of the race if he allow those he has left far behind to overtake him.

QUALITY OF HANDWRITING.

What is most valued by the examiners is perfectly plain writing, moderately large, not much slanted, and totally free from ornaments or flourishes. The commissioners say that "good handwriting is held to consist in the clear formation of the letters of the alphabet."

Mr. Foster's copy books, Nos. 5 and 6, are good models for imitation; but there is a certain style that always receives the highest marks, of which I give a lithographed specimen in the appendix. It is a fac simile of the specimen published by the commissioners *themselves* in one of their Reports, *as a guide to candidates*; and it is easily acquired

by any one who has already a good command of the pen.

If you be a downright bad penman, there is nothing for it but to begin at the beginning. Take Foster's copy book No. 4, and imitate it exactly as to size, shape, slant, and length of line, writing slowly and carefully at first till you gain facility. Fill book after book—but only one or two pages at a time—till you are fit for No. 5, which you are to go through in the same way.

Give yourself the habit of writing with a good, plain, strong, steel pen; one of the best for general use is John Mitchell's N. barrel pen.

Leave good spaces between the words; a broader space where there is a comma than where there is none; more still for a semicolon; a colon, a note of interrogation, a note of admiration, or a dash, takes more; and at every period there ought to be left three-quarters of an inch. Do not crush the last word of the line against the right margin of the page: if you find you have not plenty of room for the word, or for part of it, bring it to the beginning of the next line, and do not mind the waste of space. In all these respects, the specimen I give is the best model for imitation.

In these days it is a great misfortune for a young man not to be a good penman; and it is to be feared that the generality of teachers do not take as much pains as they ought to train their pupils in this important acquirement.

QUICKNESS.

You have not the shadow of a chance of winning *a place unless* you can write quickly. If you can

copy out correctly in good writing, a printed passage of 500 words in half an hour, you can write quickly enough; but you should not rest satisfied till you can do this.

Among the candidates who competed a short time ago for one of two vacancies in a Dublin office, was one who was well up on all the subjects, and his penmanship was very good, just the kind most prized by the examiners. But his hand was heavy for want of practice, and his execution, though by no means slow, was not quick enough for the quantity of work required within the time. In three or four of the subjects, he left several questions unanswered, merely for want of time, though he knew them as well as the others; and he took only fourth place, though he was undoubtedly as well prepared as the two next above him.

Quickness in writing is to be attained only by practice. No time need be exclusively devoted to it; for inasmuch as many other subjects must be practised on paper, this very practice is sufficient for the penmanship. But to make it so, you must, in the first place, execute all your writing carefully, and in the second place, as quickly as you can, consistently with the quality. Go through every exercise in fact, as if the goodness and quickness of your penmanship were to be finally tested by it; and though this may be troublesome at first, a little perseverance will make it your natural way of writing, requiring no effort at all.

CHAPTER IV.

ORTHOGRAPHY.

MANY people are under the impression that for any moderately intelligent, fairly educated person, spelling is quite an easy part of the examination, requiring little or no preparation, as if it came almost by nature, without any special effort. How great a mistake this is will appear from the fact, that of 495 candidates, rejected for failures in all the various subjects by the Civil Service examiners during the year preceding the 30th June, 1869, 110 were rejected for spelling alone, and 123 others for spelling combined with arithmetic or handwriting. This ominous fact should be a warning to those who imagine that the examination in Orthography is a matter of trifling consideration.

Whatever opinion you may have as to your proficiency in spelling, you had better not depend on it; for this is a point on which one is quite easily deceived, and very few can tell without trial whether they are up to the mark. The test by which you are to ascertain whether or not you are a good speller is perfectly obvious. Write without stopping from another person's reading, say three full pages (of print) of Macaulay's Essays, The Student's Hume, Goldsmith's Histories, Johnson's *Rasselas,* The Rambler, or the Fifth national

school Lesson Book; and it will be better if you do not take these pages consecutively, but select them at random from three different parts of the book.

Carefully compare your copy with the original, and if you have either written all (consisting of say 1200 words) correctly, or missed only one or two very unusual words or proper names, you may rest satisfied with your proficiency. But if you misspell as many as five or six or more words—not proper names—you must not think of going forward till you have improved your spelling.

There is only one never-failing plan to ensure good spelling—writing. Whoever writes much and writes attentively will infallibly be a good speller. You may as well think that a man can be a good carpenter by merely looking at his planes, saws, and chisels, and never using them, as that you can learn to spell without writing. No plan has ever been, and none ever will be, invented to supersede this.

It has often been observed that those who read much spell well. Attentive reading is a valuable help in teaching to spell, for the more one reads, the more distinctly will the images of the words be impressed on his memory. But reading is after all only a helper; it will not finish; you must write in order to command the spelling of the entire range of the language. Besides, so far as improvement in spelling is concerned, reading is a slow process; it applies rather to years than to a limited period; and the student who wants to cure bad spelling in preparation for a coming examination, *though* his reading will assist him,

must depend for his success almost entirely on writing.

A person who is a bad speller—one, for instance, who misses four or five words in writing from dictation a page of printed matter—has a heavy task before him; for it will certainly take him a year's writing for an hour every day, to remedy this fatal defect in his education.

A person of this kind must pursue the following course. Take up any of the works mentioned above (p. 26)—Johnson's Rasselas or Goldsmith's England will answer very well—a volume of Macaulay's Essays still better—and, beginning at the first page, copy out, while the book lies open before you, page after page, taking the greatest care of the spelling, and executing the penmanship all through, just as you would if the Civil Service examiner were to test your handwriting by every page of your copy.

If you have a teacher, he will of course detect all the misspelled words—for you will misspell, even though you are writing from an open book;—if you have not, you must detect them yourself by comparing your transcript with the original, either after you have written, or as you go along; but do this very carefully, so as to be sure not to overlook a word.

Keep a note-book in which you are to enter lists of all the words that you either misspell, or that you think you might be in danger of misspelling if you were writing them without looking at them in print. Copy the words of this note-book over and over again, till you are perfectly certain you cannot miss one of them.

When you have in this manner gone over a good-

sized volume—say 500 or 600 pages—so as to be quite sure you cannot misspell a word out of the whole, you may conclude that you are well enough prepared for examination in orthography.

If you are less deficient—if you are satisfied that you are already a pretty fair speller, or from having been very helpless, you have, by persevering practice, attained a respectable degree of proficiency;—in either of these cases a less severe ordeal will be sufficient:—you must still copy, but you need not copy the whole text, but only the difficult and unusual words. You will still keep a note-book as before, You must be careful, however, not to confine yourself too much to unusual words: it happens not unfrequently that a person by constant practice makes himself master of most of the difficult words in the language; but when he comes to write an ordinary passage, while he spells the hard words correctly, he misses many of the easy ones.

Be fully convinced that there is no other way but this—no royal road—to learn spelling. Whoever thinks he can supersede this laborious preparation by any shorter method, is like a man who proposes to reach the new world without the ordeal of a weary voyage. There may be one or two trifling contrivances—which are likely to cause more trouble than they are worth—to ensure the spelling of a few words; but it is merely lessening the distance to the nearest seaport—a mile off—and you still have to cross the Atlantic Ocean.

Getting off by heart lists of hard words, *i.e.* learning to spell them by word of mouth, without using the pen, is next door to losing your time: keep writing them instead, and you need not open *your mouth to spell* them orally at all.

What are commonly called verbal distinctions are of very little use, so far as spelling is concerned; such as words pronounced alike or nearly alike, and spelled differently, words spelled alike and pronounced differently, &c.; and you may safely pass them by without notice.

You may put aside all consideration of rules for spelling. These complicated artificialities—rules with long trains of exceptions, followed by secondary exceptions—wheel within wheel—are a mere statement of phonetic laws: they are interesting to a student of the language, but in teaching spelling, they are productive of no useful result in any degree commensurate with the trouble of committing them to memory.

The two collections of difficult and irregular words in the Spelling Book Superseded are useful when employed to assist the student in following out the method here recommended. So also are the lists of test words given in Johnston's Civil Service Spelling Book. You must practise transcribing them, marking those either actually missed, or in danger of being missed, till you can write them all correctly without any chance of failure.

But the lists made out by yourself in going through the transcription of a book are the best of all. For you commonly understand, or ought to understand, the meaning and application of the unusual words you meet with as you go through the book, either by the drift of the text, or by the help of a dictionary; and you will remember their spelling all the better for knowing how they have been applied. But both the spelling and meaning of detached words, merely arranged in columns, are *very easily* forgotten.

The examination in spelling consists of two parts. First, the examiner reads a selected passage which the candidates are to write from his dictation. This is commonly the easiest part of the test.

Secondly, the candidates get what is called an orthographical exercise:—a slip is placed before each, on which is printed a passage with a great number of the words misspelled, which the candidates are to transcribe with correct orthography.

This is the most difficult part of the examination, and it is curious that it should be so. It is altogether a treacherous affair, for most people think it quite easy till they actually experience its difficulty, and find to their cost that the path which looked so smooth at a distance, turns out on trial to be full of ruts and pitfalls. It is in this part of the examination that most of those who are rejected for spelling, fail.

For, observe that, though you might be able to write the whole without a mistake from dictation, it does not follow that you will write it correctly from a page full of false orthography. The very look of the array of misspelled words—the uncertainty as to which of them are intended as a test, and which are harmless—the suspicion, sure to take possession of the candidate's mind, that a trap is hidden under almost every word—all this appears in some measure to confuse the eye and disconcert the judgment; and the more the words are examined, the greater becomes the uncertainty. A novice at an examination is unaware of and unprepared for all this, and he scrutinizes the deceptive passage till he becomes quite bewildered.

The *obvious* deduction from this is, that you

should not examine the slip more closely than is absolutely necessary; you will of course have to read it in order to transcribe it, but do not let your eyes dwell on it. Just glance hastily at the particular phrase you are about to write, so as to make sure that you take up all the words, and do not look on it again; above all do not examine word after word to ascertain which are misspelled and which not. If you have made yourself a good speller, you may be pretty sure you will write all the words correctly when they stand before your mind's eye in their natural aspect, though you may not be able to restore them when they are crippled and shrunken and deformed by incorrect spelling.

Your best plan is to put a heavy mark with your pen at the end of each phrase as you begin to write it, so that you may know where to commence next time, without the necessity of stumbling over the dangerous quagmire in search of the next phrase.

CHAPTER V.

ARITHMETIC.

THE truth of what is asserted at page 23, regarding the great advantages of proficiency in Handwriting, Spelling, and Arithmetic, is also shown, so far as the two latter subjects are concerned, by the Civil Service Commissioners' return of the number of candidates disqualified for deficiency in the various subjects.

In the year ending the 30th June, 1869, there were 483 rejected at competitive examinations, for Spelling, Arithmetic, Handwriting, Reading, and Reading manuscript; and no other rejections are recorded except six for various foreign languages. Of these, fully three-fourths were disqualified for Spelling and Arithmetic alone; showing very clearly that these two subjects are the great stumbling-blocks of candidates.

Of all the subjects on the second programme, Arithmetic is undoubtedly the hardest; and more candidates appear to be disqualified in it than in all the others taken together. The results of the examinations would almost lead to the conclusion, that a superior training in arithmetic confers, so to speak, a superior muscular power on the mind, so as to render it more capable of grappling successfully with any other study. But whether this

is the case, or that those who can learn arithmetic can learn almost anything, one fact is certain, as any one can see by examining the tables published by the Civil Service Commissioners, that those who are the best arithmeticians are almost invariably at the head of the candidates in the total results of the examination.

There are two qualities of a good arithmetician, which it is necessary to consider separately. First, you must be a good practical calculator—you must be able to manipulate large masses of figures—to perform long operations in the simple and compound rules, with quickness, neatness, and precision, and almost without the possibility of going wrong.

This is a very valuable acquisition, and as rare as it is valuable. It is much neglected in schools; children of the advanced classes are seldom exercised in it, for there seems to be a kind of lurking, half-acknowledged conviction on the minds of teachers and pupils, that it is beneath the notice of clever boys, or of those who are pretty advanced scholars.

Secondly, you must be skilful and ready in the analysis and solution of all sorts of puzzling arithmetical questions. I think it may be stated that this is usually better attended to in schools than practical calculation.

It is quite possible to be well prepared in one, and very backward in the other. A shop accountant is commonly a good calculator from practice, although quite incapable of solving anything like a hard question; while it sometimes happens that mathematicians, whom nothing can puzzle in *the way of* perplexing questions, are unable to

work out the calculations necessary for their own investigations. I believe that national teachers are generally well up in the solution of arithmetical questions, but deficient in accuracy in long calculations.

It is quite essential that you should be proficient in both before you can think of competing in a Civil Service examination. First, if you be a feeble, slow, incorrect calculator, it requires long and persevering practice to attain quickness and accuracy.

One of the three papers in arithmetic, given at the examination, is a set of twelve questions in addition of money—"long tots" as they are called—each consisting of eighteen or twenty addends; and for the whole set, half an hour is allowed. A quick totter will, however, finish them in from 16 to 20 minutes, and additional marks are given for rapidity.

Do not despise this exercise: addition of money, while it is more frequently met with in commercial life than most other kinds of calculation, is one of the most difficult of any. If you have a doubt about this, write out for yourself twelve such sums, and try if you can work them correctly in thirty minutes; always bearing in mind, that a mistake of even one or two figures in the entire twelve would lessen your marks seriously at the examination.

Nothing but practice can give facility in this exercise. Above all things be quite sure to give yourself the habit of doing the work correctly at the first attempt. In order to ensure this you may at first take very short exercises—never more *than you are able to* sum up without error—and

work slowly and surely; as you persevere your power will increase, your slowness will gradually disappear, and you will be able to command longer exercises. You will find sufficient materials in the ordinary works on arithmetic and in Johnston's Civil Service Tots. Take up in like manner exercises in all the Simple and Compound Rules, and work in the same way, never attempting longer calculations than you are able to go through with certainty, and always working so as to render a second attempt unnecessary.

Besides long tots you get two other papers in arithmetic. The first is a set of thirty-nine questions, all moderately easy, such as any clever schoolboy might work. They are not, however, to be despised on account of their elementary character. Remember that there will be competition, and that it is not enough to merely work through them so as to pass; you must work them in such a way as to beat your competitors. Bear in mind also that to miss even one of them would be a serious loss. The time allowed is generally two hours and a half, but sometimes only two hours. Any one who practises with spirit in the way recommended further on, will be able to finish this paper in less than an hour, and he will thus secure, what is most valuable, plenty of time to look over all his work.

The thirty-nine exercises are, as a general rule, made up somewhat in the following way:—four in Reduction; four in Simple Proportion; four in Practice; one easy sum in Interest; one more difficult in the same rule (such as to find the time or rate); one in Compound Interest; twelve in *Vulgar Fractions*; and twelve in Decimals.

The third paper is the most difficult of the three, and consists of a set of twelve questions, for which two and a half hours are generally allowed. These twelve are a most heterogeneous collection, including all sorts of puzzles – many of them strange and ingenious—picked out from the whole range of arithmetic. The paper very often contains a question in Cube Root; one in Compound Interest; two in Duodecimals; two complicated exercises in Vulgar and Decimal Fractions; one or two in Stocks; one in Profit and Loss; the remainder being chiefly perplexing questions, requiring much ready ingenuity and much previous practice for their solution.

The mode of preparing for this part of the examination is easily stated. I take for granted that the candidate has already learned as much of arithmetic as a well taught schoolboy of the senior class—that he knows, with some few exceptions, all the rules, and can work most of the examples in the ordinary arithmetics. Any of the rules that he happens to have forgotten must be learnt at once.

The books most useful for preparation are those by Colenso, Johnston, and Barnard Smith. Take up Barnard Smith, and begin at (say) the miscellaneous exercises: work steadily through them; and afterwards through the appendix. Vary your work by taking up, every third or fourth evening, the exercises in Reduction, Practice, Proportion, Interest, Profit and Loss, or Stocks; in fact, you should work out all the exercises in the three books, hard and easy as they occur. This course is recommended because experience shows that by the *time pupils have* become, from long practice, very

dexterous in solving difficult questions, it often happens that they stumble or fail in those that are easy; or, from a habit of slow caution, they spend an unreasonably long time over them.

When you have finished Barnard Smith, take Johnston's Civil Service Arithmetic, and work the numerous examples given in it under the head of Examination Papers. After these you should go through Colenso's miscellaneous exercises, which you will now be able to manage without much difficulty. By working through all these exercises in regular order, you will find them not so difficult as they appear at first sight; for you gain strength as you go along, and every question you solve will join your forces and help you to reduce the others. The more you do of this kind of work by your own unaided efforts the better; but if you have no teacher, you should provide yourself with the keys to the three works mentioned above, for reference in cases where you find yourself hopelessly at fault.

The sets of exercises in the appendix to Barnard Smith may be taken as specimens of the third or hard paper, being however, with some exceptions, a shade easier. You should work them against time; and if you practise in the way here described, you should be able to finish each set in about an hour, working them on paper, and bringing out the answers fully. The Compound Proportion, Profit and Loss, and Cube Root, in Barnard Smith, are extremely valuable, and should be mastered completely.

Remember to keep constantly working at arithmetic: no matter what other subjects press upon you, *do not* neglect it. It will not be enough to

devote three or four hours a week to it; you must be at it every day for two hours, or, at the very least, an hour and a half. At this rate it would take a student (prepared as I have supposed above), about four months to go through the three books I have named, so as to be able to work every question in them; and you must not rest satisfied till you can do this. No candidate will be safe who scores less than 80 per cent. in arithmetic; 90 per cent. is not uncommon; and cent. per cent. has been made in two or three cases.

It is not enough that you know how to work the exercises: you must actually work them. I have known schoolmasters who knew all about arithmetic—who could and did teach it well—to be beaten in the examination, chiefly in consequence of the very low marks they scored in this subject; for they laughed at the notion of practising such simple matters as Compound Addition, Stocks, Reduction, or Cube Root. Work the same exercises over and over again, and continue this daily practice up to the very week of your examination.

Habituate yourself to great quickness in the solution of all sorts of questions. If it be a long operation in the elementary rules, there is nothing but work; but you must get over it quickly. If it be not an easy question, do not keep hesitating and yawning and looking at the outside of it; make a vigorous effort to discover the method of solution: and when you have discovered it, lose not a moment in working out the question.

Constant practice of this kind is absolutely necessary; for at the examination remember you will *have little time* for anything but work. Many

sadly deceive themselves in this particular: for seeing a few sets of the questions, and finding that they can solve them all, taking plenty of time for consideration, they do not think that any special preparation is necessary.

But this is viewing the enemy through a telescope. You may be able to get through them in this comfortable way, and nevertheless, break down utterly in the very same questions at the examination. You get your paper and the time is assigned—a time which, except in case of the best men, is barely enough for the work;—the hand of the clock goes steadily on, and the word haste, haste, haste, dings ceaselessly in the ear of the poor candidate who is badly prepared.

Then you will discover the incalculable advantage of having trained yourself to decision, readiness, and accuracy, in both solution and calculation. It only too often happens that an unfortunate candidate, startled at the amount of work to be done, and full of apprehension that he may not be able to finish, stumbles with nervous haste through the work, committing numerous blunders, which, just when the papers are taken out of his hands, and it is too late for correction, begin to pass in review before his memory, and torment him with remorse, like the ghosts of the murdered appearing to king Richard.

You ought to begin your arithmetical work every day with three exercises in "long tots;" and, besides this, you should give half an hour exclusively to them twice a week. Perform all your work on paper: slate work is next door to wasting time. Always crease the paper as you will have to do at *the examination*; and work only on one side: the

same paper can be used over again taking the blank pages. Do not be content with merely approaching the end of the question, dropping off when you perceive you are manifestly right: in all cases work out the full correct answer, to the very last figure.

At the examination it is not enough to show the answer merely: the full work of each exercise—*i. e.* all the essential work—must be given, otherwise you run the chance of getting no marks for it. There is almost always at least one question in the hard paper, that either defies the candidate's exertions to solve it, or detains him till the last moment. If, however, you have any time to spare, you should of course employ it in going over the work of some of the hard or long questions.

Sometimes you will be able to make in a few seconds a rough mental calculation, a kind of common sense estimate, of what the answer ought to be: this is a valuable mode of check to those who are dexterous in making use of it; and it applies to all sorts of arithmetical work. If this approximation be the same, or nearly the same, as the answer you have brought out on the sheet, you may conclude you are right: if it be very different, you are probably wrong in your paper calculation, and you must go over the work again.

CHAPTER VI.

COPYING.

COPYING from manuscript or print appears a very simple matter, and many persons would hardly consider it necessary to make any preparation for this part of the examination. But when the quantity is large, the matter complicated, and the time limited, it is in reality exceedingly difficult; and there are not many, even among those that can write and spell well, who, under these circumstances, will copy correctly.

Many candidates never trouble themselves about this exercise till the paper is handed to them in the hall. Then they discover that what appeared so easy is the very reverse; and their papers are given up with numerous mistakes, blots, and omissions, all which would have been prevented by a few hours' previous practice.

For, remember, every departure from the original, however apparently trifling, is marked against you:—the change of a single letter in a word—the substitution of a capital for a small letter, or the reverse—neglecting to mark for Italics—the omission or alteration of a stop—and other such matters, which many would consider scarcely worth notice, but which are really very important

when there is question of producing a correct copy of a document.

The matter you get to copy at the examination is either an ordinary prose document, such as a letter, or more frequently a tabulated statement containing a great quantity of figures, with single, double, or triple headings. In the latter case, the paper you get to work on is ruled, or partly ruled, in spaces to correspond with the original—spaces generally much smaller than you would allow yourself if you had your choice; into these you will have to cram masses of figures with their headings; and at the same time all must be done neatly, without blots, and so accurately that the examiner shall not be able to detect a mistake of a single figure, word, or line. Formerly the candidates had to rule the paper for themselves, which added greatly to the difficulty; and you should practise to do this quickly and lightly, lest the examiners may return on it.

Of course every one can copy correctly if he be allowed only plenty of time, both during the work and afterwards, to check and correct. But in these examinations the quantity of matter is so great, that it generally requires the utmost effort of a quick penman to transcribe it within the time.

Moreover, you must be correct from the very beginning: for, first, you will probably have no time to correct your work; and, secondly, even if you have, an error once committed, though afterwards corrected, cannot be concealed from the examiner, and in all likelihood your marks will be lessened for having made a mistake at all.

To sum up then, observe, it is necessary that *you do this copying* exercise—1, with great rapi-

dity; 2, neatly and plainly, without a blot, and uniform in size; 3, correctly from the beginning, so that no checking or correction may be needed.

You should practise copying about once a week. The exercise has this advantage, that, if you manage rightly, while you are practising copying, you are often practising something else, such as spelling or arithmetic.

Begin by copying plain prose passages—which will be all the more useful if they contain words or phrases in foreign languages—paying particular attention to—1, the handwriting; 2, the spelling of strange or foreign words or proper names; 3, antiquated, misspelled, or doubtful words—copying them exactly as you find them; 4, capital letters; 5, stops, including of course parentheses, brackets, marks of quotation, of quotation within quotation, &c.

Above all, practise statistical tables, with their rulings, headings, and foot notes, making each copy with scrupulous accuracy and neatness. If it be possible to accomplish it, make your copy the same size as the original; and if you cannot do this, in consequence of the closeness of the printed matter, then make it as small as you can.

Dexterity and neatness in the copying of tabulated matter will be greatly facilitated by due attention to the manner of working arithmetical exercises, so that by proper care you will improve yourself both in working and copying at the same time.

CHAPTER VII.

ENGLISH COMPOSITION.

ENGLISH COMPOSITION is tested by requiring the candidates to write an essay on some given subject. In order to ensure that none be taken at a disadvantage, two or three subjects are usually proposed, any one of which you may choose; or, if there is only one, it is commonly of such a nature as to allow much room for selection.

The time allowed for an exercise in composition is commonly two hours— never less. "In all such exercises the candidates are warned that, *attention should be paid to Handwriting, Spelling, Punctuation, Grammar, and Style; and that the composition should fill not less than two folio pages.*" (14th Report, page 207.)

Of all the subjects this is perhaps the most difficult to prepare without assistance. I fear this may be attributed in a great degree to the fact, that it is almost completely neglected in the general run of elementary schools, both public and private; from which the children usually come forth in a state of blank ignorance of the commonest principles of composition.

Punctuation is a matter allowing a good deal of variety of treatment: two persons may differ considerably *in their* manner of placing the stops,

and yet neither be wrong. It is best learned by ear after some experience and attention. Do not attempt to master or apply the rules for punctuation; they will only worry and puzzle you without any compensating advantage.

Perhaps for those who are very deficient, the best plan is to write a series of passages read by another person out of some book— any ordinary school book will answer quite well. When you have finished writing on each particular occasion, go over it all, and put in the stops according to your own judgment; then compare your transcript with the original, and you will find where you have erred. A reasonable amount of practice in this way will enable you to punctuate with sufficient correctness. Of course any boy who can read at all will answer to read for you; and the exercise in punctuation may also be utilised as an exercise in spelling, so as to economize time.

Should you find, after a few trials, that your punctuation is sufficiently correct, of course you need not subject yourself to any further special practice; but even so, in all that you write on any subject whatever, you should never neglect to punctuate carefully.

You should write an essay on some subject about once a week during your preparation: in every case let it be as long as the Civil Service Commissioners require, *i.e.* at least two pages of foolscap; and you should always finish within an hour and a half or two hours. You will find yourself rapidly improve by practice, which will also give you readiness and confidence.

The subjects proposed by the examiners are very *various; but if* any remarkable event has just

occurred, or is occurring, it is pretty sure to be given. If an examination were now taking place, it is very probable that the candidates would be asked to write on some subject directly or indirectly connected with the Franco-Prussian war.

The following list of subjects which have been given from time to time, will give some idea of what you may expect:—Athletic Sports; Common Sense; The Life or Writings of any statesman; The Nile *or* the Ganges, *or* the Rhine and its associations; Discipline; Wit; Salt; Quebec (given in November, 1866, just after the great fire in that town); Australia; Italy; Prince of Wales's visit to Egypt (given while the Prince was in Egypt); the Prince of Wales's visit to Canada; Oxford boat race (given immediately after the contest of 1869); Health; Jamaica; Trial by jury.

It may be fairly hoped that you will have some knowledge of at least one of the subjects proposed at the examination; and if you have, your task will be comparatively easy. But there is a possibility that you may happen to know little or nothing of the subject you have to write upon, and yet you will have to fill two pages of foolscap, if you would avoid being disqualified. In order to provide for this contingency, you should occasionally write an essay on some subject of which you have only a very slight knowledge; and try to fill up the required space, even though what you write be only remotely connected with the subject.

There is no reason to believe that the Civil Service Commissioners expect great and solid excellence; they propose a subject, not to test your *knowledge of it,* but to ascertain whether you can

write correct and sensible English; and if you show a fair command of language, and express what you have to say clearly and correctly, you will no doubt receive a favourable judgment. The habit of speaking or writing on a subject that one knows little about, is radically bad, though common enough in the world; in the present case it is necessary to practise it for a little time; but the sooner you drop it after you have won your place the better.

I have said that English composition is difficult to make up without assistance. If you have a teacher, he will of course point out the faults in your essays. If you have not, you should by all means get some person to read each essay for you, and find all the faults he can. The more skilful he is of course the better; but, even though he be no better than yourself, he will be very likely to perceive flaws overlooked by you.

Above all things, avoid every attempt at high flown, flowery, or magniloquent language. Composition of this kind has usually great attraction for young people of small experience; but your examiner will be sure to come down on you for any approach to it. Simple, quiet, plain language, and to the point, is what is most valued, and very justly; for in all official documents, such as the candidates may, as future civil servants, have to write—in all documents whatsoever indeed, whether official or not—brevity, simplicity, and clearness, are the most precious qualities.

I remember well the astonishment of a certain candidate at the very low marks he received for his essay on the northern regions: for composition was one of his best subjects, and he considered he

had quite exceeded himself in felicity of description on the present occasion. He spoke of the aurora borealis as "Illuminating the starry heavens with its brilliant and ever varying coruscations, and casting a mellow light on the snowy surface of the earth:"—"Innumerable icebergs sailed majestically over the sea, whose summits pierced the clouds, and whose roots were buried in the profound depths of ocean:"—and the subject of his essay was "That region where the icy monster had seized in his iron grasp the crested billows."

By the time he next entered the lists—for he was disqualified on this occasion—he was cured of this boyish bombast: he wrote an essay in a plain, homely, unpretentious style, for which he got 135 marks out of 150; and he won the place which he now holds.

An excellent plan to acquire a style is this. Select first some writer whose style you wish to imitate. Among the most suitable are Addison, Steele, Swift, Goldsmith, Washington Irving, Franklin, Charles Lamb, &c., &c. Avoid Dr. Johnson, who is too pompous and grandiose for official sobriety. Lord Macaulay's style is very attractive, but dangerous for imitation, except in the hands of a writer of some experience. If a beginner attempt to acquire it, he is sure to be tempted into ambitious efforts after fine sentences, which almost invariably leads to bombast.

When you have selected the author, read a little of his writings every day—a couple of pages will be enough; but always read it aloud. You should take special care to do this immediately before you sit down to write an essay; and on such occasions you might read a little more than usual.

When you have done reading you should to write at once, without allowing any othe ployment to intervene. The echo of wha read will linger for a little while in your ea you will imitate it to a greater or less deg your writing, even though you do not try as people find themselves unconsciously hun a pleasing melody for some time after hear played.

I recommend this plan to any one who to acquire a style in writing the English lan whether he is preparing for the Civil Serv not; for if perseveringly followed out it is s be attended with success.

You cannot expect to attain your object once; for a good style is acquired only by labour and long practice. But a moderate t say half a year, at the average rate of three ters of an hour every day—will be sufficient f present purpose. Your style may not i degree approach the beauty and finish o model, but it may be quite good enough t high marks from the Civil Service examiner

The best way to set about writing a compo exercise is to divide the subject into a few and to treat them one by one in regular This is what gives that roundness and com ness which helps to make a well written es pleasing, and to give it value in the eyes of aminer. Take for instance one of the su mentioned above—Wit; and in the haste o mination, the following division would a very well:—

1. Definition: characteristics; distinction between wit and humour, illustrating the distinction, if possible, by one or two anecdotes.
2. Different kinds:—pleasant and innocent, or morose and offensive; you might illustrate each by a specimen, if you can call any to mind.
3. Characteristics of the wit of various nations:—American, French, Irish, English, &c.; with, if possible, an illustrative example of each.
4. Celebrated wits and humourists:—Sydney Smith, Theodore Hook, Douglas Jerrold, James and Horace Smith, Pope, Swift, Addison, Sheridan, Thackeray, Dickens, Lover, Moore, Curran, &c., &c.; with a few words, as far as you can remember, regarding the peculiarities of each.

You will write these numbers and headings on a slip of waste paper, as a memorandum and guide; but they are not to appear on the face of your essay, which should show no *external* marks of formal subdivision. Of course you will begin your treatment of each heading with a new paragraph; but if what you have to say about it extends to any length, you should break it up into smaller paragraphs.

Whatever may be the subject of your essay, you should endeavour to illustrate it by historical facts, dates, and incidental anecdotes.

You can hardly write an essay off hand without many erasures, corrections, alterations, and interlineations, all of which will disfigure your writing, and perhaps render a great part of it illegible: you should therefore take good care to have the first rough copy finished at least half an hour before the time, so that you may be able to make a neatly written copy for the examiner.

The minimum quantity of matter expected is announced to the candidates on each particular

occasion: it is generally two pages of foolscap. It is almost childish, though for many persons not wholly unnecessary, to say, that you must not attempt to deceive the examiner by scattering your writing and still confining the essay to the minimum. In order to be quite sure you should fill more space than is required. But it is as great a fault to say too much as to say too little—perhaps greater. You must avoid excessive prolixity; and if two pages be given as the minimum, it will be very hazardous to extend your essay to eight or nine pages.

CHAPTER VIII.

PRÉCIS, INDEXING, AND DOCKETING.

A PRÉCIS signifies an abstract or summary. Very few persons could execute such a précis as the Civil Service Commissioners require, without some previous training. It too often happens that the candidate neglects the practice of précis writing, believing that he cannot fail, once he knows the form: but this is a great mistake. It is quite necessary that you work out fully some twelve or fifteen exercises, and if you neglect to do this, you risk the success of your examination on the subject.

The time allowed for a précis exercise is generally three hours. In that time you are expected to give a summary in a narrative form of a lengthened correspondence on some one subject; simply presenting the main features, and leaving unnoticed anything not directly bearing on the main point at issue. Besides this you are required to make an Index to the correspondence. This is called the Abstract, Schedule, or Docket; and it must exhibit merely the date of each letter, the subject, and by whom and to whom written.

The parliamentary paper you get to summarise consists generally of about twenty-two large folio pages of printed matter; and it commonly contains *from twenty*-five to thirty letters, some of

them pretty long; besides enclosures, occasionally to the number of twenty or thirty. These letters and enclosures are none of them in manuscript or on separate sheets: they are all printed, one after another, in the large parliamentary paper.

Sometimes the examiners give a very voluminous correspondence; but various letters here and there are cancelled or scored out, thus reducing the part to be summarised to the usual dimensions of about twenty-two pages. When you get such a paper as this, you are to pass over the cancelled letters without any notice; but observe that a cancelled letter is sometimes marked with the word "stet" (let it stand), in which case it is retained, and you are to include it in your précis, as if it had never been scored out. This cancelling and counter-cancelling adds much to the difficulty of a précis exercise.

As a rule, candidates have no opportunity of seeing for themselves the sort of exercise presented to them in the examination hall, till the very paper itself is placed in their hands. In order that the readers of this book may be fully prepared on this point, I subjoin a list of parliamentary papers, which have been from time to time given at examinations. They may be all had by post, on application to Messrs. Eyre and Spottiswoode, government printers, New-street Square, London, at prices varying from 2½*d.* to 6*d.* or 7*d.*, according to size; and I strongly recommend you to send for at least one or two of them. Those who wish to become good précis writers will procure them all.

There are also lists published each session, in which the several parliamentary papers are enumerated, with their prices: those lists you may

also procure through post at about 10*d*. each; one of them will be likely to answer your purpose. As regards the selection of papers from the list, you should send for nothing for précis writing but correspondence; and any whose price is under 2½*d*. or over 6*d*. will be useless to you, as being either too short or too voluminous. With a few of these papers in your hands, you will be able to attain a respectable proficiency in précis writing, indexing, and docketing, by following out the directions given here, and imitating the specimens.

When the paper is handed to you in the examination hall, you should first read over the correspondence carefully: this generally occupies half an hour. The next thing is to make the Index; and if you have been expecting a précis paper, you will have the Index form ruled in red ink, while waiting for the papers to be given round. I give a specimen of an Index below.

You next begin the précis itself. Crease a margin of about two inches, and write out the summary in the manner described further on, imitating as nearly as you can the specimen given at the end of this chapter. It should form one continuous narrative without breaks, so as to read smoothly; and the number and date of each letter are to be marked in the margin, directly opposite that part of the summary where the letter is brought in.

It is expected that the Index or Docket will occupy one page, or at most two; and the précis two pages, or at most three, of ordinary writing. When you first begin your preparatory practice, you will *generally* be unable to compress your mat-

ter into less space than two pages for Index, and three for précis; but after having summarised five or six parliamentary papers, you will be able to condense them into one and two pages, respectively. That it is by no means easy to compress the matter into the specified space, and at the same time to give the substance and preserve the form of an unbroken narrative, every one who has tried it for the first time will be willing to acknowledge.

It requires considerable tact to select from a prolonged correspondence, what is relevant to the point at issue. The whole case must be represented with fidelity: all such expressions as "Dear Sir," "Your obedient servant," &c., and any secondary or subordinate circumstances, not forming a portion of the main question, must be omitted from the précis. There is on the one hand the danger of seizing on unimportant points and recording them as if the whole question rested on them; and on the other, that of mistaking the nature of the case altogether after a hasty perusal. A careful reading of the whole correspondence is the best safeguard against these errors.

The general form of an Index or Docket is easily learnt. Remember you will have to make the rulings yourself at the examination, and you should make them in red ink. In filling up the Index, you must be very brief in designating the subject of each letter; there must be only a word or two—just as much as will give merely an idea of what it is about, without any details whatever. In the last fifty pages of Hunter's Précis, there are examples on this point, much more numerous and detailed than could be given here; and the

student of précis will derive great assistance from a careful perusal of them.

In the second Programme, Précis is not named as one of the subjects, but "Indexing and Docketing" is. If you are required at the examination merely to index or docket a parliamentary correspondence, it is, of course, a shorter and easier task than to give both a précis and an index; but even this will require a careful reading of all the letters, in order that you may be enabled to designate the subject with brevity and precision.

You will require some previous practice at parliamentary papers to learn docketing; but as you may possibly be asked to précis as well as to docket, I strongly recommend you to learn the former while you are learning the latter, for it will take only very little additional time and trouble.

I will conclude these remarks, by reminding the reader, that for those who are preparing for a Civil Service examination, a respectable degree of proficiency in précis or docketing, or both, has now become a necessity; for it is quite usual to find candidates scoring as high as 90 or 95 per cent. on this subject.

With respect to what is called in Programme II., "Digesting Returns into Summaries," I do not think it necessary to enter into any detail. I am of opinion that the candidate who is a quick and accurate copyist, and who is well prepared in Arithmetic, especially in totting, per centages, and averages, will not experience any difficulty in summarising returns, even though they may present considerable complication.

SPECIMENS OF CORRESPONDENCE.

1. Parliamentary Paper. Pilotage. Newcastle-upon-Tyne. Trinity House. July, 1844.
2. Do. Correspondence respecting the attack on St. Alban's, Vermont, and Naval Force on the North American Lakes. 1865.
3. Do. Correspondence respecting Pensions to British Subjects formerly employed under the Ionian Government. 1864.
4. Do. Correspondence relative to Operations on the West Coast of Africa, 1863-4. February, 1865.
5. Do. Correspondence arising out of the conflict between the "Kearsarge" and the "Alabama." May, 1865.
6. Do. Correspondence respecting Hostilities in the River Plate, &c. 1865.
7. Do. Correspondence respecting the construction of a Telegraph Line through Persia.
8. Do. Curragh of Kildare. May, 1865.
9. Do. Correspondence respecting British troops in Japan (in continuation of a paper, No. 35, of correspondence relative to the affairs of Japan, presented to Parliament in 1865, page 43).
10. Do. Correspondence between the Board of Trade and the Board of Works, relating to Fisheries (Ireland).
11. Do. Correspondence relating to Canada Railway Loan, No. 160. 1867.
12. Do. Correspondence relating to the establishment of a Welsh colony in Patagonia.
13. Do. Correspondence relating to the Rebellion in Upper Burmah, No. 193. 1867.
14. Papers relating to Coolie Trade in Assam. 1867 (?).

N. B.—These papers are of a mixed character; some extremely easy, some very difficult. The whole set will make a person a good précis writer in about a month.

DIRECTIONS GIVEN TO CANDIDATES AT THE EXAMINATION.

The following directions are placed in the hands of the Candidates, along with the Correspondence of which a Précis is required:—

Having read the accompanying Correspondence—

1. *Make a short Abstract, Schedule, or Docket of the several letters.*
2. *Draw up a Memorandum or Précis,* i. e., *a brief and clear statement of what passed, not letter by letter, but in the form of a narrative.*

DIRECTIONS.

(1). The object of the Abstract, Schedule, or Docket is to serve as an Index. It should contain the date of each letter; the names of the persons by whom and to whom it is written; and, *in as few words as possible*, the subject of it. The merits of such an Abstract are (1) to give the really important point or points of each letter, omitting everything else; (2) to do this briefly; (3) distinctly; and (4) in such a form as readily to catch the eye.

(2). The object of the Memorandum or Précis, *which should be in the form of a narrative*, is, that any one who had not time to read the original letters might, by reading the Précis, be put in possession of all the leading features of what passed. The merits of such a Precis are (1) to contain all that is important in the Correspondence, and nothing that is unimportant; (2) to present this in a consecutive and readable shape, expressed as distinctly as possible; (3) to be as brief as is compatible with completeness and distinctness.

You are recommended to read the whole Correspondence through carefully before beginning to write, as the goodness both of the Abstract and of the Précis will depend very much on a correct appreciation of the relative importance of the different parts.

Brevity should be particularly studied.

The Abstract should occupy one page only, or two at most.

The Précis about two pages, or three at the most, of ordinary handwriting.

Time allowed, three hours.

INDEX

TO PAPERS RESPECTING BRITISH TROOPS IN JAPAN.

No. of Letter	No. of Enclosure	Correspondents.	Date.	Subject.
1		Sir R. Alcock to Earl Russell.	11. 6. '64	Troops well received at Yokohama. Japanese building huts for them.
2		Earl Russell to Sir R. Alcock.	15. 8. '64	Approves of his conduct. Further instructions.
3		Sir R. Alcock to Earl Russell.	14. 10. '64	Reduction of forces. Forwards enclosures.
	1	Sir R. Alcock to Lieut.-Col. Browne.	3. 10. '64	Advisability of sending artillery back to China?
	2	Lieutenant-Col. Browne to Sir R. Alcock.	4. 10. '64	As to forces requisite for station.
4		Sir H. Parkes to Earl Russell.	10. 8. '65	Proposed return of marines to England.
5		Sir H. Parkes to Earl Russell.	24. 8. '65	Marines have departed. Reduction not yet safe. Forwards enclosure.
	1	Sir H. Parkes to Japanese Ministers for Foreign affairs	24. 8. '65	Marines have departed; will be replaced by other troops.
6		Sir H. Parkes to Earl Russell.	29. 9. '65	Observations on enclosures. Troops have arrived in bad health.
	1	Midzuno Idsumi no Kami to Sir H. Parkes.	1. 9. '65	Requests explanation as to change of troops.
	2	Sir H. Parkes to Japanese Ministers for Foreign affairs	16. 9. '64*	Troops changed, not augmented: must remain while treaties are unratified.
7		Sir H. Parkes to Earl of Clarendon.	16. 5. '66	Changes in troops. Enclosure.
	1	Sir H. Parkes to Lieut.-Col. Browne.	16. 5. '66	As to services rendered by him and 20th Regt.

* So in original: evidently a mistake for '65.

No. of Letter	No. of Enclosure	Correspondents.	Date.	Subject.
8		Sir H. Parkes to Lord Stanley.	31. 10. '66	Observations on enclosures.
	1	Major-General Guy to Sir H. Parkes.	10. 10. '66	Japanese gov't should be called on to repair huts. Sends enclosure.
	2	Lieut.-Col. Lovel to Major-General Guy.	11. 10. '66	Suggests application to Sir H. Parkes to arrange for repair of huts.
	3	Sir H. Parkes to Major-Gen. Guy.	30. 10. '66	Japanese government reject Lieut.-Col. Lovel's plan for repairing huts, but will make them as good as at first. U.S. Consul has applied for restoration of ground lent.
	4	Consul Myburgh to Sir H. Parkes.	23. 10. '66	Forwards enclosure No. 5.
	5	Mr. Fisher to Consul Myburgh.	22. 10. '66	Requests restoration of ground lent by him as U. S. Consul.
	6	Sir H. Parkes to Consul Myburgh.	23. 10. '66	Ground will be restored.
9		Sir H. Parkes to Lord Stanley.	31. 10. '66	More commodious and less expensive stores provided.
10		Sir H. Parkes to Lord Stanley.	31. 12. '66	The course recommended with respect to repair of huts had been pursued prior to receipt of instructions. Forwards enclosure.
	1	Col. Knox to Sir H. Parkes.	24. 12. '66	Repair of huts satisfactorily performed.

PRÉCIS

OF PAPERS RESPECTING BRITISH TROOPS IN JAPAN.

N.B.—The correspondence of which this is a précis would occupy about thirty pages of this book.

1.	11. 6. '64	Sir R. Alcock states that the most remarkable energy and good will are displayed by the Japanese Government in providing huts for the
2.	15. 8. '64	troops in Yokohama. His conduct in sending for more troops to Hong Kong is approved of
3.	14. 10. '64	by Earl Russell, who instructs him to send the troops back when no longer required. Sir R. Alcock in a later despatch considers it inexpedient to denude Yokohama entirely of troops,
Encl. 1,	3. 10. '64	and states that some of the infantry might be spared, but that the artillery could not, Lieut.-Col. Browne being of opinion that at least 1000 men were requisite for the station.
4.	10. 8. '65	Sir H. Parkes informs Earl Russell that it is intended to send the marines back to England;
5.	24. 8. '65	and later, that they have departed. They are
Encl.,	24. 8. '65	to be replaced by other troops. Of this step the
6.	29. 9. '65	Japanese Ministers are informed. They mis-
Encl. 1,	1. 9. '65	take it, however, for the establishment of a per-
Encl. 2,	16. 9. '65	manent British force, till assured that the occupation will only last while the treaties remain unratified.
7.	16. 5. '66	A change of troops occurring, Sir H. Parkes
Encl.,	16. 5. '66	takes occasion to compliment Lieut.-Col. Browne on the services rendered by him and those under his command, whilst stationed in Japan.
8.	31. 10. '66	The huts, being originally built of a temporary character, now need repairs. These the Japanese Government is willing to execute if
Encl. 1,	10. 10. '66	the outlay be moderate. Major-Gen. Guy,
Encl. 2,	11. 10. '66	while drawing attention to the state of the huts, and to Lieut.-Col. Lovel's application to him on the subject, speaks highly of the new military
Encl. 3,	30. 10. '66	stores rented from the Japanese Government. Lieut.-Col. Lovel's plan for repairing the huts was rejected on account of the expense, and of the permanent character the huts would acquire; the Japanese government will, however, make them as serviceable as when first built. The
Encl. 4, 5, 6,	(23 22 23) 10. '66	ground on which the hospital was erected being now required by the U. S. Consul, by whom it had been lent, has to be given up, and the huts

9.		31. 10. '66	on it removed. The military stores rented from the Japanese government were built at the request of Sir H. Parkes, are more commodious than the old ones, and less expensive. The
10.		31. 12. '66	good-will of the Japanese in these matters convinces Sir H. Parkes that they do not desire the immediate removal of the British troops from Japan; he is strengthened in his opinion
	Encl.,	24. 12. '66	by the fact, that they have recently completed the repairs of the huts requested of them, in the most satisfactory manner.

In order to profit by this specimen of Précis, the learner should procure the original Parliamentary paper—number 9 of the list on page 58—and compare very carefully one with the other. If a much longer paper than this be presented to the candidate, he must, in order to confine himself within the space allowed, write his summary in a still more condensed form than the specimen here given.

CHAPTER IX.

GEOGRAPHY.

THE student who follows an erroneous method in learning Geography, may waste long time without gaining much real knowledge. There is good reason to believe that the generality of young people, and occasionally teachers also, are very much mistaken in regard to the proper method of mastering this subject. I believe, too, that the estimate generally formed of the difficulty of the Civil Service geographical examinations often falls far below the mark. For these reasons, I will describe in some detail how the student is to learn Geography; this method I have found to be invariably effectual; and in no other way can you arrive at a sufficiently extensive and accurate knowledge of the subject. If you study in this manner for an hour every day, following implicitly the plan laid down, you will in six months have attained such a knowledge of Geography as will enable you to encounter the most difficult examination.

A superficial knowledge of Mathematical and Physical Geography will be sufficient; for, with the exception of an occasional easy question, such as "What is a delta?" "a basin?" "a water-*shed?*" "a great circle?" the examiners do not

enter on this part of the subject. The learner may, therefore, confine himself almost exclusively to Political Geography.

General Geography is not prescribed under the old regulations as a subject for all offices. In some programmes it is "Geography of the British Islands," "Geography, especially that of Ireland," "Geography of England and Wales," &c. I shall divide my remarks into two parts—the first having reference to the Geography of the British Islands, the second to general Geography.

The Geography of the British Islands.

For the Geography of the British Islands, I recommend the student to purchase separate maps of England, Ireland, and Scotland; and also the corresponding outline maps. Betts's Maps, both ordinary and outline, are excellent, not being overcrowded with boundaries, type, or railways, and are sold at a few pence each. Any of those published by A. K. Johnston may also be relied on. With respect to atlases, the best, and at the same time the most accessible, are the Harrow Atlas, 12*s.* 6*d.*, which is now sold to Irish national schools for 5*s.*; Chambers's, 10*s.* 6*d.*; and Butler's, 10*s.* 6*d.* Three text books will be required:—Anderson's Geography, Stewart's Modern Geography, and Sullivan's Geography Generalized.

First, as to England and Wales. Begin by learning *by rote* that page of Anderson on which are given the rivers of England and Wales, with the towns on them, so as to be able to repeat them without looking on either map or book. *Take the map* of England, and having first ob-

served the scale, so that you may be enabled to measure distances, trace on it the course of each of these rivers from source to mouth; remark the towns as you pass, not confining yourself to those mentioned in Anderson; and try to impress on your memory their relative positions and distances. Do this over and over again, till you are perfectly familiar with each river and with all the towns on it. Transfer your practice next to a blank map, and do not cease till you can trace on it all you have learned, just the same as on the complete map.

When you have accomplished this, do the very same with the capes and headlands, the bays and islands, the mountains and the lakes; first learning them by rote, then tracing them on the ordinary map, and lastly on the blank map. In this, as in all similar cases, you may, if you please, mingle the two kinds of exercise; that is, while you are committing by heart, you may assist your memory by pointing out each place on the map as it occurs; but remember you must make yourself able to repeat them all off quickly and correctly, without looking on the map. Of course there is nothing for this but long and patient and unremitting practice.

Now take a blank sheet of paper, and draw on it the outline of the whole coast of England and Wales, about eight or ten inches in length; fill in the rivers and the chief towns situated on them, after which mark the positions of the various mountain ranges, the capes, and bays. This is at first a tedious and difficult exercise, but after a little practice you will gain facility. For the *first few attempts*, you will be obliged to copy from

a map lying open before you, but you should gradually dispense with this; and you must practise till you can draw the whole thing from memory, without any reference whatever to the map.

At this stage learn *by rote*, and point out on the two maps, ordinary and blank, the counties and chief towns; then mark their outlines and positions on one of the blank maps you have already drawn; working at this till you can do it with great ease and quickness. I will here remark, once for all, that when you are practising map-drawing, you should merely *repeat* the name of each place as you mark it down, but never write in the names. You will have to write them, of course, at the examination. Some of the best of the maps you draw from time to time you should preserve, as they will be useful for the purpose of self-examination.

After some days' practice at this, you should be able to mark down the position of any town in England and Wales mentioned by Anderson; and, conversely, to name them all on a blank map where they are already laid down. Learn now the small type in Anderson, in which the remarkable circumstances connected with all the principal towns are enumerated.

Take up next Sullivan's Geography Generalized, and master from the beginning of England and Wales to the end of the Lakes—five pages—which will be easy enough, for the greater part of it has been mastered already in another form. After this comes the section on "Principal Towns," which is very important, and must be learned word for word. A list of the towns whose population *exceeds* 50,000, should be prepared from

the list in Anderson, and from the tables given in the Geography Generalized.

The leading feature in Stewart's Geography is what is called the "Descriptive Table," which is a very full alphabetical list of the towns and other features of importance in each country, with the remarkable circumstances connected with each. Learn the whole of these (in England and Wales) without omitting even the smallest, so as to be able to point them out on the two maps, ordinary and blank. The task of mastering this table is the heaviest yet given; it will take a good student at least a week, working for two hours a day. At the end of that time he should know the position of all the towns, and all the principal facts connected with them, particularly the birth or death of eminent persons, battles, or sieges; and in connexion with these last, he should be able in all cases to give the dates. Though it is almost superfluous, I will here repeat the all-important injunction:—While you are learning this table, constantly use the map—constantly point out the towns and other features as you name them.

You should draw and fill in one blank map every day, which will take you about twenty minutes. You may vary it from day to day. For example—Monday, England and Wales; Tuesday, Wales; Wednesday, the eastern coast; Thursday, the western coast; Friday, the southern coast; Saturday, Yorkshire; and so on, from week to week, till you are able to draw a map of any important county and fill it in, without any help from the printed map.

That the student is not asked here to do more *than is required*, will be obvious to any one who

carefully inspects the examination papers given to those who are expected to have a special knowledge of the British Islands. For it is quite usual to be confronted with questions like the following, all of which have been actually given :—"On the accompanying blank map of England and Wales, mark the position of Swindon, Godalming, Yeovil, Diss, Tiverton, Worthing, Southport:"—in which, observe, all the towns are of minor importance. "Draw a map of the west coast of England and Wales, from Carlisle to the Land's End, as large as your paper will admit, marking the counties, headlands, river mouths, and seaport towns." "Draw a map of Yorkshire, Devonshire, or Hampshire, inserting the rivers, and marking the position of twelve of the largest rivers."

I have hitherto spoken only of England and Wales. Apply the very same method to Ireland and Scotland, using the same three text books; and when you have mastered them with equal minuteness, then, and not till then, you can be said to know the geography of the British Islands.

Unless a special knowledge of British Geography is required, the candidate need not learn Stewart's Descriptive Tables of England, Ireland, and Scotland; and he need not draw maps of each separate county. If he goes in for examination in General Geography only, the geography of the British Islands, in Anderson and Sullivan, will be sufficient.

GENERAL GEOGRAPHY.

The method I have described in the case of *England, applies* to General Geography. Let me

suppose that the student begins with Europe. Learn pages 104 and 105 of Anderson (Rivers of Europe, with chief towns on or near them): trace the course of each river, point out the towns, and learn their relative positions, first on the ordinary map, and next on the blank map; and, lastly, fill them in on an outline map drawn by yourself. Do the same with the capes, headlands, bays, mountains, and lakes; following out exactly the order and method described in case of England.

Learn Asia, Africa, America, and Australia, in the same way; still using Anderson: and employing first ordinary maps, secondly blank maps, and thirdly maps drawn by yourself.

You must now take the countries of Europe individually. Learn first the geography of Sweden and Norway in Anderson, pointing out and filling in everything as before. Learn carefully, word for word, the length and breadth, population, commerce, productions, &c.; and all facts given in connexion with the different places, such as historical events, dates, physical features, productions, &c. Do the same with each European country, following Anderson both in order and matter. When you have gone carefully over the whole, you should be able to draw and fill in a map of any country of Europe at a moment's notice.

In Stewart there is a Descriptive Table for each country of Europe, one for Asia and Oceanica combined, two for America (North and South separately), one for Africa, one for Palestine; and all those must be learned as I have described for England. In Anderson's book, the principal facts *connected* with each place are put prominently *before the learner*, and the names of the towns are

printed in type that easily catches the eye. In Sullivan's Geography Generalized there is a great quantity of matter condensed into a small space, and very conveniently arranged for committing to memory.

Anderson has, at page 36, an account of the British colonies and foreign possessions, which should be known perfectly. But it is very meagre, and the student should extend the list from his own reading, making himself well acquainted with all the circumstances of each foreign possession, such as the date and manner of acquisition, the population, productions, &c. The chapter on the Generalization of the Climates and Productions of the Earth, in the Geography Generalized, is very important, and should be known word for word; for questions are frequently asked regarding the commerce of different countries, and their productions, animal, vegetable, and mineral.

If a student wish to score very high marks in Geography, he must employ these three books as I have described. But if his time is limited, he may confine himself altogether to Anderson and Sullivan; in which case it will be quite necessary that he make himself intimately acquainted with the whole of Anderson, and with those portions of Sullivan already mentioned. These two books, if well mastered, will enable him to pass, and perhaps to pass respectably, though not to make a very brilliant examination.

But let the learner beware of this word "pass;" to pass does not necessarily mean to win a place; you may pass in all the subjects and still find yourself distanced by more industrious competitors. *In these* days of open competition, it is

only the very best men that will succeed; the candidate who is determined to win, leave no stone unturned to perfect his know of this as well as of all the other subjects c programme.

As a rule, every Geography paper contain questions of a fixed type. One, which is us the first, is:—Given an outline map of Eng Ireland, Scotland, Europe, or Asia (acco to the Geography required by the progran to fill in the rivers and mountains; to wr the names of the bays, capes, and headlands to mark the position of about twelve towns v names are given.

Another is, to draw an outline map and in, commonly with the direction that the m to be "as large as your paper will admit." T under examination in British Geography been asked to draw maps of Hampshire, T shire, the west coast of England and Wales, kenny, Cork, Connaught, Leinster, Lanark Forfarshire; while, in General Geography, c dates have been asked to draw maps of Eu the Mediterranean, New Zealand, India, Ca An outline map has to be drawn in four case of every five.

In the third question you are given a list of e ten or twelve places, generally but not al towns, about which you are required to state al know—their position, any remarkable facts cerning them, and any dates you may reme in connexion with these facts. The follo questions of this type have been given in B Geography. "In what counties are the follo *places*:—Wells, Marlborough, Barnet, W

Fort Augustus, Leith, Enniskillen, Bandon, Athlone, Ardrossan? What do you know about any of them?" And in general Geography, "Where are the following places, and for what are any of them remarkable:—Culloden, Curaçoa, Atalanta, Geelong, Surat, Ehrenbreitstein, Damascus, Namur, Malaga, Chicago?" "Where are the following places, and what do you know about them:—Ems, Rouen, Lyons, Natal, Mosul, Herat, Kurrachee, Simla, Malacca, Toronto?" On other occasions the following towns were given:—Acheen, Vichy, Aughrim, Trebizond, Vellore, Arbroath, Nîmes, Zutphen, Tranquebar.

Of the fourth class of questions—and one of this kind is given in about two papers out of three—the following (which have been actually given) may be taken as types:—"Describe any one county in (1) England, (2) Scotland." "Write a brief geographical description of Portugal, Arabia, Canada." "Write a geographical description of Prussia, Brazil, Aberdeen."

CHAPTER X.

BOOK-KEEPING.

THE candidate's knowledge of Book-keeping is tested by two examination papers; one easy, and the other somewhat difficult. A specimen of each is given in the Appendix. Almost any *modern* text book will answer for this subject, provided the student finish off with the examination questions in Hunter's Book-keeping: he should get the edition containing the answers. In this work, the forms of books and entries are almost identical with what the Civil Service Commissioners require; and the questions, especially those after No. 30, are very similar to those given at the examinations. The rules for Journal entries with specimens, given immediately before the questions, are of the greatest importance, and the student should have them all at his fingers' ends. *No one who masters Hunter will fail to take high marks in Book-keeping.*

The following instructions are given in each paper:—

(*a.*) You are advised to read the Instructions and Directions, and to examine the books supplied to you before you commence your work.

(*b.*) Attention should be paid in this Exercise to neat writing, to perfect correctness, and to speed.

(*c.*) No part of the work is to be recopied, but everything *is to be* written at once into the books provided.

(*d.*) No erasures are to be made. If any correction is necessary, it can be made by drawing the pen through the part which is erroneous, and then making a fresh entry.

(*e.*) The calculations in the Examination paper need not be checked.

The preparation for the examination in Book-keeping consists, first, in studying the principles; and, secondly, in ruling, heading, and filling in the different books. Understand clearly that the latter is quite as necessary as the former; and that, if you neglect it, you will certainly either fail or bring very low marks.

A book of foolscap size, ruled with ordinary money columns, will answer for practice, and any additional ruling that may be necessary can be added by yourself—always in red ink, and with a steel pen. If you wish to avoid this trouble, you can procure paper ruled for the purpose from Cassell, Petter, and Galpin, Ludgate Hill, London, E. C., or from the publishers of Hunter's Book-keeping, Longmans, Green, and Co., London.

It is impossible to tell exactly beforehand what forms of books the candidates may get to fill in at the examination, but no form will puzzle a man who has studied the subject well, and who possesses a moderate share of tact. As specimens in a general way of what may be presented to you, take the following, into which you are required to write a number of transactions, which are also supplied to you.

INVOICE BOOK (for entries of goods bought).

Date	Name and Particulars.	Rate.	Beer.	Spirits.	Wine.	Ledger Folio.	To
			£ s. d.	£ s. d.	£ s. d.		£

SALES BOOK (for entries of goods sold).

Date.	Name and Particulars.	Rate.	Beer.	Spirits.	Wine.	Ledger Folio.	To
			£ s. d.	£ s. d.	£ s. d.		£

To any one who knows even a little of Bo
keeping, these are quite intelligible. When filled
they would be something like the following:—

INVOICE BOOK.

Date.	Name and Particulars.	Rate.	Beer.	Spirits.	Wine.	Ledger Folio.	Total.
1871.		*s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*		£ *s. d.*
Aug. 24,	Fortnum & Mason,						
	6 doz. Sherry, at	42 0	. .	. .	12 12 0		
	18 doz. Port, at	60 0	. .	. .	54 0 0		
	20 doz. pts. stout, at . . .	2 2	2 3 4				
	1 gal. Brandy, at	30 0	. .	1 10 0	. .		70 5 4
Sept. 5,	W. & A. Gilbey,						
	30 doz. Rousillon, at	30 0	. .	. .	45 0 0		
	12 doz. Château Margaux, at	72 0	. .	. .	43 4 0		
	10 doz. Cape, at	23 0	. .	. .	11 10 0		
	2 gls. Irish Whiskey, at	18 0	. .	1 16 0	. .		101 10 0

SALES BOOK.

Date.	Name and Particulars.	Rate.	Beer.	Spirits.	Wine.	Ledger Folio.	Total.
1871.		*s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*		£ *s. d.*
Aug. 31,	James Brown,						
	1 qt. Whiskey, at	20 0	. .	0 5 0			
	2 doz. Sherry, at	48 0	. .	. .	4 16 0		
	4 doz. pts. stout, at	2 6	0 10 0	. .	. .		5 11 0
Sept. 1,	John Jones,						
	1 gal. Brandy, at	36 0	. .	1 16 0	. .		
	4 doz. Château Margaux, at	84 0	. .	. .	16 16 0		18 12 0
,,	Thomas Robinson,						
	½ gall. Whiskey, at	20 0	. .	0 10 0			
	6 doz. pts. stout, at	2 6	0 15 0				
	2 doz. Port, at	66 0	. .	. .	6 12 0		
	5 doz. Rousillon, at	36 0	. .	. .	9 0 0		16 17 0

The candidate must be on his guard not to confound one name with another in the personal accounts; *in other* words, he must take care not

to enter one man's transaction to another man's account. This caution is very necessary, because the examiners—I suppose intentionally, in order to test the accuracy and quickness of the candidates—often give a number of names very like one another, and a number of transactions to be entered for each. Thus, in one examination paper I find transactions with Andrew Macdonnall, Alexander O'Donnell, Patrick M'Donall and Son, and Mac Donald Sons and Co.; all, of course, different persons or firms. In another, you may see the names of Johnson, Johnston and Son, Johnson and Johnson, Johnston and Johnstone. These names are scattered here and there among others wholly unlike, which adds greatly to the danger of confounding them.

You will find plenty of exercises in Hunter's Book-keeping. *Practice two or three times a week for a few months before the examination; go through each exercise as expeditiously as you can; above all, execute the work with scrupulous neatness.*

If you follow these directions you will find yourself perfectly at home at the examination; and you will please yourself, and please the examiner.

CHAPTER XI.

ENGLISH HISTORY.

THERE is not much to be said on this subject. The best plan is to use two books; one a mere abstract of 100 pages or so—there are many of the kind published—containing the most remarkable events and persons of each reign, condensed into a small space, without verbal detail; the other, one of the ordinary students' histories of, say, 600 or 800 pages, which the learner must finally master before presenting himself for examination. You should, in the first instance, make yourself perfectly familiar with the smaller book—persons, events, and dates—which, when firmly jointed in your mind, will serve as a framework for the matter contained in the larger work.

To study the larger treatise, your best plan is to make constant use of note-books. Write into one of these an abstract of a certain portion of the book; re-write the very same thing immediately after from memory, referring to your notes or to the original, when you fail; and do this, over and over again, till you can write it without any assistance. When you have mastered one portion in this way, go to the next, and so on, till you have gone through the whole book. Keep continually cross-examining yourself on the parts already *learned, and if* you find the details slipping from

your memory, write them over again, after ha
if necessary, read the corresponding portion c
text book on each occasion. In all cases
sure of the dates, for they are the landmarks,
you cannot get on without them.

Make yourself perfectly acquainted with
principal acts of parliament, and all the
chief stepping-stones in the long journey.
examiners very frequently give questions o
following points:—Magna Charta, The A
Settlement, Ship Money, Habeas Corpus Act
of Rights, Reform Bill of 1832, Grand Re
strance, The Trial of the Bishops, Petitic
Right, Exclusion Bill, War of Spanish Su
sion, The Barons' War, Constitutions of Cl
don, Peninsular War, &c., &c. You should
be prepared for questions on the Progress c
power of Parliament at various periods;
by Jury; and on the parts played by remar
persons, such as Clive, Walpole, Washin
Wilkes, Warren Hastings, Drake, Guy Fa
Hampden, Sacheverell, Blake, Wellington, W
Byng, &c., &c. You may be asked to sketc
characters of some of the principal men of En
history, such as Edward the Confessor, Alfre
Black Prince, Henry VII., George II., Wi
Rufus, Edward I., &c.: or to answer such ques

VII. to the throne?" &c., &c. A number of questions like these will be poured on you without the slightest regard to the sequence of events or the order of chronology; rendering it necessary that you be perfectly acquainted with all the details of the subject, as they are commonly found in the ordinary single volume school histories.

CHAPTER XII.

PREPARATORY EXAMINATIONS.

It is quite possible for a young man who has got a good elementary education in school, to prepare for the Civil Service Examination without any assistance whatever; and indeed one of the chief purposes of this little book is to direct such a student on the right course. Nevertheless, it must not be forgotten, that the candidate who is fortunate enough to be able to secure the services of a good grinder, has an immense advantage over those who have no such assistance; and I therefore advise him, by all means, to have a teacher, even though he may not be as experienced or efficient a teacher as could be wished.

If this be impossible, the next best thing is that two candidates should study in company, for they will serve in some measure in place of teachers to each other.

A really good grinder devotes most of the time he spends directly with the pupil, to examination; examination is his chief business, study and preparation the business of the pupil. For, observe, a candidate may, by close study, have acquired a sufficient knowledge of all the subjects, and yet be only indifferently prepared for the final test. He must be frequently subjected beforehand to ex*amination, say* once a month at least; for dexterity

in going through such an ordeal is quite as necessary as knowledge, and is acquired and improved by practice.

These preparatory examinations should be carried on as a regular part of your preparation. A good teacher, who is himself well acquainted with the various subjects, and who knows what good answering consists in, is of incalculable service here; for he will read your answers before your face, point out where you are right, and correct you where you are wrong. If you have no teacher, your companion in study should examine you—you doing the same for him; and even in case you are a mere solitary student, you should go through written examinations periodically, with the same care, and with the same formalities, as if you were under the direction of a teacher.

At the earlier stage, the questions may be moderately easy, and plenty of time can be allowed; but as you advance in your preparation, each examination should be carried on so as to resemble in all respects, as nearly as possible, those of the Civil Service Commissioners:—they should last from 11 o'clock till 5, or for the same amount of time at some other part of the day, with half an hour's relaxation; the questions should be as numerous and as hard; the student should work against time; and he should answer the questions fully, carefully, and neatly, exactly as if the papers were to go before the Civil Service examiner.

If you are unaccustomed to be examined, you will almost certainly go in to the final examination flurried and nervous, and excited—a state of mind sure to lead to a break-down in some one or more questions, or perhaps in the entire examination.

Whereas, if you have passed a severe examination, once a month or so, for some time previously—provided you are well up on the subjects—you will feel quite at home, and retain all your presence of mind and circumspection at the Commissioners' examination.

CHAPTER XIII.

THE EXAMINATION.

THE Civil Service examinations are carried on by means of written exercises, with a few exceptions, as where reading is required, or where candidates are to be tested as to their conversational knowledge of a modern language.

In the examination hall each candidate is seated at a separate desk, of which he has the sole use; and pens, ink, and paper are supplied in abundance. There are several other things, however, which the candidates do not get, but which are quite necessary for neat answering. You should come provided with a good penknife, a lead pencil, a piece of india-rubber, a twelve-inch ruler, red ink (to rule your lines tastefully, for you will have ruling), some patent paper fasteners (to be got at any stationer's), a few sheets of blotting paper, and a supply of the pens you have been in the habit of using. If Geometry be one of the subjects, you should also have a scale and compasses. All these articles you should bring every day, for you may want one or more of them at any moment.

The candidates are not allowed to bring papers or books into the examination hall. If any one were discovered using, or even having a book, or should he be detected copying from a neighbour, or *from a book* or paper, he would be immediately

sent out of the room, and of course would forfeit all chance of entering the public service.

The time allowed for each paper of questions is seldom anything more than sufficient for a good answerer, and it is often too short for the general run of candidates. You must, therefore, take good care to economize every precious moment from the very beginning.

After the candidates are supplied with pens, ink, and paper, there is usually a short interval before the questions are distributed. Employ this interval in preparation:—First mark a margin an inch and a half broad along the left of as many sheets as you think you may want, by turning down and creasing the paper; and then write your name at the head of each. If you defer this last till the moment when you begin to use each sheet, you are very apt, in your haste and excitement, to omit it from some; and it is to be presumed that you get no credit for any sheet without your name.

The time allowed for each paper is either printed at the head, or announced by the examiner. Should you have finished your paper before the time, do not give it up till you are obliged. Employ the remaining time in reading over your answers, to check, correct, and improve.

If you observe any candidate giving up his papers long before the end of the time, you may rest assured he is answering badly; for it is generally those who have least to say on a subject that are soonest finished. It may be stated as a rule admitting of few exceptions, that the best men at an examination—those who are full of their subject *and cautious in* their manner of answering—keep *their papers till* the very last moment.

In some cases, however, additional credit is allowed for rapidity, as in "long tots," the orthographical paper, &c.; and this is either announced by the examiner or printed at the head of the sheet. In such cases, if you can finish before the time, it is of course a clear gain; but be very careful in this particular, for correctness is far more important than quickness. If you have the least suspicion that your paper needs checking, hold it over as long as may be necessary; otherwise you may lose more by incorrectness than you gain by speed.

You must endeavour to please the examiner, not only in excellence of answering but also in neatness of arrangement. Head the first page very neatly with the name of the subject after your own name; and leave a couple of inches of blank margin on the top of that page, but not so much on the others.

When you put several answers on one page take care to leave a blank space of an inch or more between each two. Of course you will not forget to place the number of the question in the margin immediately opposite the first line of the answer.

When the answer which you begin in one page is continued on to the next, you should write the number of the question on the margin of this latter page also, opposite where you begin—thus, "No. 6, continued." In this case, too, you should employ a catch word; that is, write the same word that begins the second page on the very lowest part of the lower right hand corner of the first.

The paper you get to write your answers on is unruled; and, in order to be prepared for this, you *should use unruled* paper in all your exercises for *some time before* the examination.

When you have much continuous matter to write, as usually happens in Geography, History, Literature, Essays, &c., break up your writing into small paragraphs. I wish writers of books would more generally follow this rule, and they would spare their readers much weariness. A long paragraph is to a reader what a long straight dusty road is to a traveller; but short paragraphs are like the windings of a green lane, that relieve the sense of weariness by a gentle and pleasant variety.

It is not at all an uncommon thing to find some candidate, who has little or no experience in examinations, spend the whole time answering one or two questions at an elaborate length, leaving three-fourths of the paper wholly untouched. This is one of the most unfortunate blunders a candidate could commit, and you must take great care to avoid it.

A certain candidate who went in last year for one of the Government offices, was an excellent geographer—better prepared in this subject than in any other. One of the questions was, to give a description of three countries—Albania, Pennsylvania, and Egypt. Here was a grand opportunity for showing his knowledge, and he went at the question *con amore*. He entered most minutely on his description, and exhausted all his knowledge of the three countries; but as he spent three-fourths of the time at this one question, he was obliged to leave several others unanswered, all of which were mere child's play to him if he had allowed himself sufficient time. In consequence of this piece of folly, his marks in Geography—*his crack* subject—turned out to be very low.

You should first read carefully through the

whole paper of questions, making quite sure you thoroughly understand them all. A man sometimes reads the first part of a question attentively enough, till he gathers its general import; then feeling satisfied that he can solve it, he glances hastily through the rest of it, and some important point towards the end, that changes the whole aspect of the question, or makes some considerable addition to it, escapes his notice.

By this careful survey you will be able to measure the difficulty of the various questions, and to know whether you can manage them all. Next make a hasty calculation as to the time you can afford to each—longer or shorter according to the nature of the question—and afterwards confine yourself as nearly as you can to this determination. By this means you will not omit the short questions; and though you may not answer the others at great length, you will, nevertheless, be likely to satisfy the examiner sufficiently on them.

When you are reading over the questions, you must take especial note of any expression about which there might be possibly a misunderstanding; but do not lose time in weighing probabilities. If you think it necessary to consult the examiner about it, make a sign that you wish to speak to him, and he will either come to you or beckon you to him; when, if it be legitimate, he will resolve the doubt for you.

A paper of questions usually presents much variety as regards difficulty: while some are very simple, others approach or go beyond the limits of the candidate's knowledge.

Your best plan is to make sure of all the easy *questions first,* no matter in what order they occur

on the printed paper; then return on those you have passed, which you should also take in the order of difficulty, so as to leave the hardest or longest of all for the last.

Some candidates show a lamentable want of method in arranging their answers. You will see a man crowding a dozen answers into one page, and by the time he has got near the bottom, he discovers an alarming blunder half way up, or it may be, a dash of ink spoils a good portion of the writing. He is then obliged to re-write the whole page, and loses perhaps half an hour by one error or a slight mishap.

Avoid any approach to overcrowding your page. Unless the questions are easy and the answers short (as is often the case with the thirty-nine questions in Arithmetic for instance), you should put only one answer on each page; and remember particularly to write on only one page of a leaf. This will enable you to take the questions in any order you please; and if you have to tear up a wrong answer, you can do so without destroying any of the others. Even when the answers are short, you should not put more than two, or at most three, on a page, leaving plenty of blank space between, as well as at top and side.

That it is best to take the easy questions first, every one knows having any experience of examinations. For a successful run over a number of questions will be sure to put you in a cheerful frame of mind; and like a conqueror flushed with victory, you will go at the difficult ones with increased spirit and momentum. Whereas if you allow yourself to be perplexed or delayed in the *beginning*, by a puzzling or a long question, you

will certainly become dispirited and weary, and probably miss or omit several questions, that with better management, you might have answered with the greatest ease.

Moreover, your standard of difficulty and that of the examiner may be very different in regard to some of the questions. One that appears to you sufficiently simple, from having, perhaps, paid particular attention to some special portion of the subject, may rank high in his estimation; and the very question that you are unable to attempt, may not be regarded by him as of any special importance.

However well prepared you may be, you cannot hope to be able to answer everything. When you meet with a question about which you find yourself unable to say anything, pass it by, and give yourself no further trouble about it; consoling yourself with the assurance, that all the other candidates are certain to be at one time or another in a similar predicament.

But if you possess any knowledge at all of the question, however slight, do not let it pass without making some attempt to answer it. Whatever you know about it should find expression on the paper; it can do no harm, and you may get some credit for it. It very often happens that a candidate, when he finds he has only an imperfect knowledge of a question, passes over it altogether, through timidity or nervousness, or not thinking it worth while to give what little he knows about it; and when the examination is over, he is sure to be tormented with unavailing regrets, that he did not make some attempt to answer it.

You will of course, as I have already said, leave

all such questions for the last, that if any are crushed out, it may be those entailing the least loss. But you will make some provision for returning on them, either by merely placing the numbers on the margin and leaving blank spaces for the answers, or by arranging, so that you may devote one entire page to each. It occasionally happens that while answering some other question, a thought will suddenly flash across your mind, which may finally lead to an answer, more or less perfect, to a question passed over.

Be very careful that none of your sheets get mingled with the waste papers on your desk, lest they may go astray and be lost to you. According as you finish the sheets, lay them by carefully one over another, in some place at your hand, where they will not be disturbed. It sometimes happens that a candidate who has given up his papers discovers, a few minutes afterwards, to his great consternation, a couple of sheets which escaped his notice among the waste paper; or they remain there unnoticed, and no one is ever aware of what becomes of them. Once the time has expired, the examiner will decline to receive such papers, even should you discover them before you leave the hall.

When the time allowed is drawing to a close, arrange all your papers carefully, so that your answers may follow each other in the very same order as the questions. Fasten them all neatly together at the top left hand corner, not with a pin, but with a patent paper fastener; and, lastly, page them very distinctly at the top right hand corner.

One of the necessary preparations for an examination is to make yourself acquainted with the *kind of questions* usually proposed. You should

see as many of the papers as possible, and work through them all; in every case endeavouring to do so within the time allowed by the examiner.

In this matter, however, you must be cautious not to deceive yourself. For it is to be observed, that the mere inspection, by an outsider, of the papers given at an examination, seldom affords a full measure of their difficulty. Questions are always easier when you inspect or work them sitting leisurely in your own chair, than when you get them under pressure of examination; just for the same reason that it is much easier for a man to hit a mark when he is practising quietly, than to hit his adversary in a duel.

An ordinary paper on such a subject as Geography, Literature, History, &c., for which two and a half or three hours are commonly allowed, cannot be answered respectably in less than twelve or fourteen pages of foolscap. As a good part of the time will be consumed in reading the questions, collecting the thoughts, and arranging the papers, it will be necessary that a candidate should be able to fill about five or six pages of foolscap per hour. Taking all circumstances into consideration, this is very severe work, and it requires much previous practice at paper exercise, in order that you may be able to accomplish it.

It by no means follows that because a man is a good scholar—fully read up in all the subjects—that he will necessarily pass an excellent examination. He may be wanting in tact, he may not possess the power of expressing himself clearly and succinctly, he may be nervous and flurried, with numberless other contingencies, any one of *which might* seriously deteriorate his answering.

Above all things try to keep yourself cool and collected. The man who is nervous and excited will certainly commit blunders in a dozen different ways:—he will read a question hastily, and wholly misunderstand the meaning, he will leave out half an answer in one place, forget to answer a question altogether in another, omit placing his name at the head of some of his sheets, spoil a whole page with a dash of ink so as to have to tear it up —and so on in endless enumeration.

It is very hard to lay down any intelligible general rules for answering. There are some who in their excessive anxiety to show that they know all about the matter, encumber an answer with a perfect wilderness of explanations; they repeat the same idea in different forms of expression, and perhaps bring in a quantity of matter wholly irrelevant.

This habit is rendered still more unfortunate, if there be conjoined with it—as is not uncommonly the case—an indistinct, roundabout mode of expression; and then it not unfrequently happens that in the whole of a long answer, there is not to be found a direct reply to the question. There has been plenty of hammering, but the nail has never once been struck straight on the head.

You should give yourself the habit of answering in the simplest and fewest possible words; and never, for the purpose of showing your knowledge, introduce extraneous matter. Once the question is sufficiently answered, do not be afraid that you have said too little about it; any further words are mere weeds, encumbering the ground *and choking* the corn.

A good answerer exhausts all his knowledge of

a subject in a short time and in few words; like good gunpowder, that explodes in one flash, and leaves nothing unburnt behind.

Be assured that no inconsiderable part of your success at an examination depends on your following out these directions. Your first care indeed should be to master the various subjects; for no amount of dexterity in answering can compensate for downright want of knowledge. But it often happens that moderate scholarship, aided by quickness, tact, and judgment, goes farther at an examination, than great learning impeded by slovenly answering. The man who despises these necessary precautions, and enters the field trusting solely in the mere bulk of his knowledge, may find to his cost, that his massive club and all his ponderous efforts to wield it, are no match for the light well-aimed missiles of some nimble adversary with half his strength.

I have now pointed out, with I hope sufficient clearness and detail, the course to be pursued by a young man who wishes to fight his way into the Civil Service. The undertaking is a laborious one, but the reward is worth the labour. Many will, no doubt, shrink from the task, for among all classes of people, there are some—and those not a few—who, because they are too indolent to exert themselves, remain all their lives hewers of wood and drawers of water. Others again will work with only half a heart, skimming superficially over everything, and depending for the final result on some stroke of good fortune, or on the force of their own natural abilities. While such people are *dreaming on* the way, the working men—men made

of better stuff—are pressing steadily on to the
rank. Be not deterred at the prospect of dif
ties; they are more apparent than real, and
away before a steady will. Work patiently i
trenches, advancing them gradually on every
and you will in the end reduce the citadel,
others are marching round it, blowing their t
pets, and vainly expecting to see the wall
down at every blast.

APPENDIX.

THE Civil Service Commissioners give notice, that the following Regulations for Examinations, to be held in pursuance of Her Majesty's Order in Council of June 4th, 1870, have been approved by the Lords Commissioners of Her Majesty's Treasury.

Civil Service Commission, Dec. 6, 1870.

I.

REGULATIONS (framed in pursuance of Her Majesty's Order in Council of the 4th day of June, 1870), for an Open Competitive Examination for Clerkships, &c., in the Departments mentioned in the Schedule hereto annexed.

N.B.—*These Regulations apply only to the Competitive Examination to be held on the* [*]. *For any subsequent Examination fresh Regulations will be issued, which may be different from these.*

1. On * the * day of *, and following days, an examination will be held, in London, of candidates for permanent clerkships and similar situations in some or all of the Departments named in the Schedule hereto annexed [*]; such clerkships, &c., will be filled up by means of this competition, if so many candidates shall be found qualified according to the rules herein-after prescribed.

2. This competition will, subject to the payment of the fees herein-after mentioned, be open to all persons, being natural-born subjects of Her Majesty, who, on or before the day of , shall have produced evidence *primâ facie* satisfactory to the Civil Service Commissioners, showing—

(*a.*) That their age, on the first day of the examination, will not be less than 18, nor more than 24;

(*b.*) That their health and character are such as to qualify them for admission to the Civil Service in the departments referred to;

(*c.*) That they have passed the preliminary examination prescribed in Regulation 3.

* The date of this examination, and the number and nature of the appointments to be competed for, will be announced as soon as the necessary arrangements have been made. In the meantime, it should be understood that a considerable time may elapse before this date can be fixed, and that no one will be eligible whose age, on the first day of the competitive examination, shall exceed 24.

3. Preliminary examinations, for the purpose of deciding who shall be admitted to the subsequent competition, will be held by the Civil Service Commissioners in London, Edinburgh, and Dublin,* on the following days, viz., January 3, 10, 17, and 24, and such other days as the Commissioners may appoint, in the following subjects:—

1. Handwriting;
2. Orthography;
3. Arithmetic (to Vulgar and Decimal Fractions);
4. English Composition;

and no candidate who fails to satisfy the Civil Service Commissioners of his competence in each of these subjects will be admitted to the next competitive examination, or to any similar preliminary test examination which may be held within a period of three months.

Application for permission to attend one of these preliminary examinations must be made to the Civil Service Commissioners by letter, in the writing of the candidate, a fortnight at least before the day on which he wishes to attend.†

A fee of one pound will be required from each candidate attending this examination.

4. The competitive examination will take place in the following branches of knowledge:—

	Marks.
English Composition (including Précis-writing),	500
History of England—including that of the Laws and Constitution,	500
English Language and Literature,	500
Language, Literature, and History of Greece,	750
" " " Rome,	750
" " " France,	375
" " " Germany,	375
" " " Italy,	375
Mathematics (pure and mixed),	1250
Natural Science: that is (1) Chemistry, including Heat; (2) Electricity and Magnetism; (3) Geology and Mineralogy; (4) Zoology; (5) Botany,	1000
**** The total (1000) marks may be obtained by adequate proficiency in any two or more of the five branches of science included under this head.	
Moral Sciences; that is, Logic, Mental and Moral Philosophy,	500
Jurisprudence,	375
Political Economy,	375

Candidates are at liberty to name, before , any or all of these branches of knowledge. No subjects are obligatory.

A fee of £5 will be required from every candidate attending this examination.

5. The merit of the persons examined will be estimated by marks; and the number set opposite to each branch in the preceding regulation denotes the greatest number of marks that can be obtained in respect of it.

6. No candidate will be allowed any marks in respect of any subject of

* On future occasions arrangements may be made, if it prove desirable, for holding the preliminary examinations in other places also.

† On receipt of this application, instructions will be given as to the time *and place of* examination, mode of paying the fee, &c.

examination, unless he shall be considered to possess a *competent knowledge* of that subject.

7. The examination will be conducted by means of printed questions and written answers, and by *viva voce* examination, as may be deemed necessary.

8. The marks obtained by each candidate in respect of the subjects in which he shall have been examined will be added up, and the [*] candidates who shall have obtained a greater aggregate number of such marks than any of the remaining candidates will be deemed to be selected candidates, and will be entitled to be employed on probation each in one of the [*] clerkships or other situations, specified in the annexed schedule, which are now vacant or which may next become vacant; provided that he be duly qualified according to the special rules prescribed, under Clause IV. of Her Majesty's Order in Council of 4th June, 1870, for the particular situation to which he may be appropriated, as arranged in the following Regulation (9).

9. Subject to the last-mentioned condition, the particular departments and situations to which the selected candidates may be respectively appointed will be determined by their own choice, exercised, while an alternative remains, by each in the order of his position on the List. Vacancies, as they occur, will be announced by the chiefs of the various Departments to the Civil Service Commissioners, who will communicate with the qualified candidates next in order of choice, and report the result to the Departments concerned. In case of a vacancy occurring in a Department, for which no one on the list of selected candidates is in all respects qualified, the Civil Service Commissioners may either hold a special open competition for the appointment, or may offer it to the candidate highest at the time on the list of selected candidates, subject to his passing a qualifying examination within such period as they may determine.

10. Every selected candidate, after being assigned to a Department, will enter on a period of probation, and he will not remain in the Public Service after six months from the date of his appointment, unless satisfactory proofs of his fitness shall have been furnished to the chief of such Department, and a certificate of his qualification shall have been issued by the Civil Service Commissioners.

SCHEDULE of DEPARTMENTS and SITUATIONS referred to in the preceding Regulations (I.).

*** The number and nature of the appointments to be competed for will be announced as soon as the necessary arrangements have been made.

* See note (*) *ante* [p. 97].

II.

REGULATIONS (framed in pursuance of Her Majesty's order in Council of the 4th day of June, 1870), for an Open Competitive Examination for Clerkships, Supplementary Clerkships, and other situations in various Departments, as specified in the Schedule hereto annexed.

N. B.—*The Regulations apply only to the Competitive Examination to be held on the* [*]. *For any subsequent Examination fresh Regulations will be issued, which may be different from these.*

1. On * the * day of * , and following days, an examination will be held, in London, Edinburgh, and Dublin,† of candidates for employments as Clerks, and Supplementary Clerks, and in other capacities in various Departments, as specified in the schedule hereto annexed [*]. Such situations will be filled up by means of this competition, if so many candidates shall be found qualified according to the rules herein-after prescribed.

2. This competition will, subject to the payment of the fees herein-after mentioned, be open to all persons, being natural-born subjects of Her Majesty, who, on or before the day of , shall have produced evidence *primâ facie* satisfactory to the Civil Service Commissioners, showing—

(*a.*) That their age, on the first day of the examination, will not be less than 16 nor more than 20;

(*b.*) That their health and character are such as to qualify them in these respects for the employment which they seek;

(*c.*) That they have passed the preliminary examination prescribed in Regulation 3.

3. Preliminary examinations, for the purpose of deciding who shall be admitted to the subsequent competition, will be held by the Civil Service Commissioners in London, Edinburgh, and Dublin,† on the following days, viz., on January 3, 10, 17, and 24, and such other days as the Commissioners may appoint, in the following subjects:—

1. Handwriting;
2. Orthography;
3. Arithmetic (to Vulgar and Decimal Fractions);

and no candidate who fails to satisfy the Civil Service Commissioners of his competence in each of these subjects will be admitted to the next competitive examination or to any similar preliminary test examination which may be held within a period of three months.

Application for permission to attend one of these preliminary examinations must be made to the Civil Service Commissioners by letter, in the writing of the candidate, a fortnight at least before the day on which he wishes to attend.‡

* The date of this examination, and the number and nature of the appointments to be competed for, will be announced as soon as the necessary arrangements have been made. In the meantime, it should be understood that some time may elapse before this date can be fixed, and that no one will be eligible whose age, on the first day of the competitive examination, shall exceed 20.

† On future occasions arrangements may be made, if it prove desirable, for holding these examinations in other places also.

‡ *On receipt of this* application, instructions will be given as to the time *and place of examination*, mode of paying the fee, &c.

A fee of 10*s.* will be required from each candidate attending this examination.

4. At the competitive examination exercises will be set in the following subjects, and the candidates' performances will be valued in marks according to their relative merit; the maximum of marks for each subject being fixed as follows, viz.:—

Handwriting,	400
Orthography,	400
Arithmetic,	400
Copying MS. (to test accuracy),	200
Indexing or Docketing,	200
Digesting Returns into Summaries,	200
English Composition,	200
Geography,	200
English History,	200
Book-keeping,	200

Candidates will be at liberty to offer themselves for examination in any or all of these subjects. No subjects are obligatory.

A fee of one pound will be required from each candidate attending this examination.

5. The marks obtained by each candidate will be added up, and the [*] candidates who shall have obtained a greater aggregate number of such marks than any of the remaining candidates will be deemed to be selected candidates, and will be entitled to be employed on probation, each in one of the [*] situations, specified in the annexed schedule,* which are now vacant, or which may next become vacant; provided that he be duly qualified according to the special rules prescribed, under Clause IV. of Her Majesty's Order of Council of 4th June, 1870, for the particular situation to which he may be appropriated, as arranged in the following Regulation (6).

6. Subject to the last-mentioned condition, the particular departments and situations to which the selected candidates may be respectively appointed will be determined by their own choice, exercised, while an alternative remains, by each in the order of his position on the list. Vacancies, as they occur, will be announced by the chiefs of the various Departments to the Civil Service Commissioners, who will communicate with the qualified candidates next in order of choice, and report the result to the Departments concerned. In case of a vacancy occurring in a Department for which no one on the list of selected candidates is in all respects qualified, the Civil Service Commissioners may either hold a special open competition for the appointment, or may offer it to the candidate highest at the time on the list of selected candidates, subject to his passing a qualifying examination within such period as they may determine.

7. Every selected candidate, after being assigned to a Department, will enter on a period of probation, and he will not remain in the Public Service after six months from the date of his appointment, unless satisfactory proofs of his fitness shall have been furnished to the chief of such Department, and a certificate of his qualification shall have been issued by the Civil Service Commissioners.

SCHEDULE of DEPARTMENTS and SITUATIONS referred to in the preceding Regulations (II.).

*** The number and nature of the appointments to be competed for will be announced as soon as the necessary arrangements have been made.

* See note (*) *ante*.

REGULATIONS (framed in pursuance of Her Majesty's Order in Council of the 4th June, 1870) for the Selection of Persons for temporary Employment as Writers in various Public Departments.

N. B.—*These Regulations are liable to be altered for future occasions.*

1. A Register of persons eligible for temporary employment as Writers, in such Departments as may have occasion for their services, will be framed and kept by the Civil Service Commissioners.

2. Writers will be either (a) men, or (b) boys. In each case the duration of service will depend upon the wants of the Departments in which they may be serving, but no service, however prolonged, will confer any claim to superannuation or compensation allowance. Boy-Writers will not be retained as such after they have reached the age of 19 years.

3. Writers will be paid, either by the piece or by the hour, day, or week, according to the practice of the Department to which they may for the time be attached, and at such rates of remuneration as may be from time to time sanctioned by the Commissioners of the Treasury.

4. Examinations, for the purpose of selecting the persons whose names are to be entered on the Register referred to, will be held by the Civil Service Commissioners from time to time,* as they may deem necessary, in the following subjects:—

Handwriting.†
Orthography.
Arithmetic (including Vulgar and Decimal Fractions).‡
Copying Manuscript.

5. The limits of age will be—

(a) For Men-Writers 18 to 30; except in the following cases:—

(1.) Pensioners from the Army, Navy, or Irish Constabulary, and soldiers discharged after ten years' service, will be eligible up to 50:

(2.) Persons now employed as Writers in any Government Department, whose service commenced before June 4, 1870, will be eligible up to any age, if recommended to the Civil Service Commissioners by the chief authorities of the Department in which they are serving.

(b) For Boy-Writers, 14 to 18.

6. The fee payable by persons attending these examinations will be 5*s* for each person in class (a), and 2*s*. 6*d*. for each person in class (b).

7. After their names have been placed upon the Register Writers will be summoned for employment when, and for such time as, their services may be needed; the order in which they may be employed, and the Departments to which they may be assigned, being determined on each occasion by the Civil Service Commissioners.

* Examinations will be held during the months of December, 1870, and January, 1871, in London, Edinburgh, Dublin, and a few other towns. Further particulars may be obtained on application.

† Great importance will be attached to the clear formation of the letters of the alphabet, and also of figures.

‡ Candidates must pass in Elementary Arithmetic. Marks will also be given for proficiency in the higher rules.

NOTICE.

Applicants under the above regulations may present themselves at this office, between the hours of 10 a. m., and 12 noon, on any Thursday in the month of October or November.

The fees are to be paid by means of special stamps, of the requisite amount, after the Candidate has received an order for Examination. These stamps may be obtained in London at the office of the Inland Revenue, Somerset House, and at Messrs. Waterlow's, 49, Parliament-street.

Persons desirous of being examined in Edinburgh, Dublin, Liverpool, or Bristol, should apply, by letter, to the Secretary, Civil Service Commission.

Each candidate will be informed, by letter, of the result of his examination. If successful, he will be required to furnish evidence of his age and health, and to give satisfactory references as to his character.

The ordinary rate of pay to writers will be 5*s*. per day to men, and 12*s*. per week to boys; but it may be somewhat less or more, according to the nature and locality of the employment, &c.

The number of names to be added to the Register within the next three months is computed at 20, exclusive of those who may be admitted under exception (2) to Regulation 5; but this number will be enlarged or diminished as circumstances may require.

CIVIL SERVICE COMMISSION,
Cannon Row, Westminster,
October 21, 1870.

AUTHOR'S NOTE.

The above Notice was printed after the Regulations for the selection of Writers, as issued separately on the 21st October, 1870.

The preceding (pp. 97-102) is an exact copy of the latest edition of the Commissioners' Regulations, issued the 6th December, 1870. In the first edition, dated October, 1870 (from which the Programmes on pages 12 and 13 of this book were copied), we find at the end of the first Programme, "Additional subjects (each), 500;" and at the end of the second, "Additional subjects (each), 200;" but, in the last edition of the Regulations, no mention is made of "Additional subjects" in either Programme.

ORDER IN COUNCIL of 4th JUNE, 1870.

AT THE COURT AT BALMORAL,

The 4th day of June, 1870.

PRESENT:

THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL.

WHEREAS it is expedient to continue, with certain amendments, the existing provision for testing, according to fixed rules, the qualifications of persons who may from time to time be proposed to be appointed, either permanently or temporarily, to any situation or employment in any of Her Majesty's Civil Establishments, except as herein-after mentioned:

I. Now, therefore, Her Majesty, by and with the advice of her Privy Council, doth order, and it is hereby ordered, that the Right Hon. Sir Edward Ryan, now First Commissioner under Her Majesty's Orders in Council of the 21st of May, 1855, and the 26th of April, 1862; and George Webbe Dasent, Esq., Doctor of Civil Law, or such other persons as Her Majesty may, from time to time, approve in the stead of them, or either of them, shall be Her Majesty's Civil Service Commissioners for testing the qualifications of the persons so proposed to be appointed to any situation or employment in the Civil Establishments as aforesaid, and shall hold their offices during the pleasure of Her Majesty; the said Sir Edward Ryan continuing to be the First Commissioner, and the said George Webbe Dasent being the Second Commissioner; and shall have power, subject to the approval of the Commissioners of Her Majesty's Treasury, to appoint from time to time such assistant examiners and others as may be required to assist them in the performance of the duties herein-after assigned to them.

II. And it is hereby ordered, that (except as may be excepted under clause VII. of this Order, and in the Schedule marked B, annexed hereto) the qualifications of all such persons as may be proposed to be appointed, either permanently or temporarily, to any situation or employment in any Department of the Civil Service shall, before they are employed, be tested by or under the directions of the said Commissioners; and no person (except as aforesaid) shall be employed in any Department of the Civil Service until he shall have been reported by the said Commissioners to be qualified to be admitted on probation to such situation or employment.

III. No person shall be appointed to any office or employment in any of Her Majesty's Civil Establishments until he shall be reported by the said Commissioners to have satisfied them—

1st. That he is within the limits of age prescribed for the situation or employment to which he desires to be admitted.

2nd. That he is free from any physical defect or disease which would be likely to interfere with the proper discharge of his duties.

3rd. That his character is such as to qualify him for such situation or employment; and,

4th. That he possesses the requisite knowledge and ability to enter on the discharge of his official duties.

IV. The rules applicable to each Department, under each of the above heads, shall be settled, subject to the approval of the Commissioners of Her Majesty's Treasury, by the said Civil Service Commissioners and the chief authorities of the Department.

V. Except as herein-after is excepted, all appointments which it may be necessary to make, after the 31st day of August next, to any of the situations included, or to be included, in Schedule A, to this Order annexed, shall be made by means of competitive examinations, according to regulations to be from time to time framed by the said Civil Service Commissioners, and approved by the Commissioners of Her Majesty's Treasury, open to all persons (of the requisite age, health, character, and other qualifications prescribed in the said regulations) who may be desirous of attending the same, subject to the payment of such fees as the said Civil Service Commissioners, with the consent of the said Commissioners of Her Majesty's Treasury, may from time to time require; such examinations to be held at such periods, and for such situations, or groups of situations, in the same or different departments, as the said Civil Service Commissioners, with the approval of the said Commissioners of Her Majesty's Treasury, shall from time to time determine, and to have reference either to the vacancies existing at the time of the examinations respectively, or to the number which may be estimated to occur within any period not exceeding six months after the commencement of the examinations, as the said Civil Service Commissioners, after consultation with the chief authorities of the various departments, and with the approval of the said Commissioners of Her Majesty's Treasury, may deem expedient.

VI. After the candidate, reported as aforesaid by the Commissioners, has been appointed to an office or employment, he shall enter on a period of probation, during which his conduct and capacity in the transaction of business shall be subjected to such tests as may be determined by the chief of the department to which he is attached, and he shall not remain in the public service after six months from the date of his appointment, unless satisfactory proofs of his fitness shall have been furnished to the chief of such department, and a certificate of his qualification shall have been issued by the Civil Service Commissioners. A formal record of the particulars and of the result of such probation, signed by the chief of the department, shall be furnished to the Civil Service Commissioners, and filed in their office, and they shall thereupon, and not sooner, if such record should be satisfactory, issue their certificate of the candidate's qualification for employment. The candidate after, no less than before, the issue of such certificate shall hold his office at the pleasure of the chief of his department.

VII. In case the chief of a department to which a situation belongs, and the Lords of the Treasury shall consider that the qualifications in respect of knowledge and ability deemed requisite for such situation are wholly or in part professional or otherwise peculiar, and not ordinarily to be acquired in the Civil Service, and the said chief of the department shall propose to appoint thereto a person who has acquired such qualifications in other pursuits, or in case the said chief of the department and the Lords of the Treasury shall consider that, either for the purpose of facilitating transfers from the Redundant List, or for other reason, it would be for the public interest that examination should be wholly or partially dispensed with, the Civil Service Commissioners may dispense with examination, wholly or partially, and may grant their certificate of qualification, upon evidence satisfactory to them that the said person possesses the requisite knowledge and ability, and is duly qualified in respect of age, health, and character.

VIII. And it is lastly hereby ordered, that the situations mentioned or referred to in the Schedule marked B, hereto annexed, shall be wholly excepted from the operation of this Order, provided that the chief authorities of any department, with the concurrence of the Lords of the Treasury, by notice in the London Gazette, may from time to time add situations to either of the said Schedules, or withdraw situations therefrom, or restore thereto situations which may have been withdrawn.

EDMUND HARRISON.

SCHEDULE A.

Departments to which the principle of Open Competition, provided in Clause V. of this Order, is to be applied.

Treasury.
Privy Council Office.
Colonial Office.
India Office.
War Office.
Admiralty.
Board of Trade.
Poor Law Board.
Privy Seal Office.
Customs.
Inland Revenue.
Paymaster-General's Department.
Civil Service Commission.
General Post Office (Clerks in Secretary's Department).
Mint.
Exchequer and Audit Department.
General Register Office.
Office of Works.
Office of Woods, &c.
National Debt Office.
Public Record Office.
Stationery Office.
Charity Commission.
Education Office.
Registry of Designs.
Registry of Seamen.
Registry of Joint Stock Companies.
Emigration Office.
University of London.
Science and Art Department.
London Gazette Office.
County Courts Judgments Registry.
Office of Examiners of Criminal Law Accounts.
Queen's and Lord Treasurer's Remembrancer's Office (Scotland).
Chief Secretary's Office (Ireland).
Constabulary Office (Ireland).
Directors of Convict Prisons' Office, (Ireland).
Office of Inspectors-General of Prisons (Ireland).
General Register Office (Ireland).
Registrar of Petty Sessions Clerks' Office (Ireland).
Inspectors of Lunatic Asylums' Office (Ireland).
Registry of Deeds (Ireland).
Public Works Office (Ireland).
Dublin Metropolitan Police Office.
Divisional Justices' Offices, Dublin.

SCHEDULE B.

Situations altogether excepted from the operation of this Order.

1. All situations to which the holder is appointed directly by the Crown.

2. All situations included in any Order or Warrant made by the Commissioners of the Treasury under section 4 of the Superannuation Act, 1859.

3. All situations which are filled, in the customary course of promotion, by persons previously serving in the same department.

SPECIMENS OF EXAMINATION PAPERS.

HANDWRITING AND COPYING.

Copy the accompanying Table in your best handwriting, or as much as you can in the time allowed, viz. half an hour. N. B.—It is important that the copy should be *correctly*, *distinctly*, and *neatly* executed. Additional credit will also be given for *rapidity*.

Good handwriting is held to consist chiefly in the *clear formation of the letters of the alphabet*.

Abstract of the estimated Expenditure of the Straits Settlements.

	Singapore.	Penang.	Malacca.	Total.	Grand Total.
Revenue Departments :—	Rs.	Rs.	Rs.	Rs.	Rs.
Land Revenue, . . .	17,000	10,500	15,000	42,500	—
Registration of Trade and Shipping, . .	5,500	2,100	1,000	8,600	—
Treasury and Stamp Office, ...	24,000	30,600	21,400	76,000	—
Political Pensions and Compensations (*a*), .	19,672	22,834	15,034	57,540	—
Salaries and Establishments :—					
General Government,	98,070	49,035	49,035	196,140	—
Ecclesiastical, . . .	11,000	11,500	5,100	27,600	—
Law and Justice, . .	146,800	85,500	26,000	258,300	—
Education, Science, and Art (*b*), ...	12,000	9,000	8,000	29,000	—
Pensions (*c*), ...	20,000	10,000	5,000	35,000	—
Charitable Institutions, .	28,500	8,500	1,500	38,500	—
Marine (*d*), ...	38,500	13,000	17,000	68,500	—
Suppression of Piracy (*e*),	48,000	1,5600	18,400	82,000	—
Military, ...	380,000	200,000	50,000	630,000	—
Total estimated Expenditure, . . .	1,096,782	574,509	314,809	1,986,100	1,986,100

N. B.—In this Return are included all the contemplated additions to salaries and establishments, the particulars of which will be found in the accompanying schedule of proposed establishments.

(*a*). A Return showing the particulars of the charges under this head is attached.

(*b*). Large additions have been sanctioned under this head during the current financial year.

(*c*). This estimate is based upon existing pensions, and probable pensions in next few years.

(*d*). Includes Straits Lights Expenditure. Includes also "Shipping Office" expenses.

(*e*). This is a heading directed by Government of India, but the expenditure being for maintenance of Government steamers employed not only in suppression of Piracy, but also in relief of troops, service of Straits Lights, and conveyance of Government officials, it might more properly be included under the head of Marine.

Author's note : For exercise given on 20th Dec., 1870, see page 110.

SPECIMEN OF EXERCISES IN WRITING FROM DICTATION.

[In writing from dictation, candidates are cautioned, by a notice printed at the top of the paper on which they write, that "*attention should be paid to clear and legible handwriting, to correct spelling, and to proper punctuation.*"

The following extract from a memorandum sent to examiners in the country will show the method pursued in dictating :—

The examiner is requested to read over the passages marked "for dictation" *first, that the candidates may gather its general purport : a second time, slowly, that they may have ample time to write it down : a third time, that they may have an opportunity of correcting and punctuating what they have written. Ruled lines should not be allowed.*]

(1.) In the succeeding six years Oliver sent to the press some things which have survived and many which have perished. He produced articles for reviews, magazines, and newspapers; children's books, which, bound in gilt paper and adorned with hideous woodcuts, appeared in the window of the once far-famed shop at the corner of St. Paul's Churchyard; a superficial and incorrect, but very readable, history of England, in a series of letters purporting to be addressed by a nobleman to his son; and some very lively and amusing sketches of London society in a series of letters purporting to be addressed by a Chinese traveller to his friends. All these works were anonymous, but some of them were well known to be Goldsmith's, and he gradually rose in the estimation of the booksellers for whom he drudged. He was indeed emphatically a popular writer. For accurate research or grave disquisition he was not well qualified by nature or by education. He knew nothing accurately. His reading had been desultory, nor had he meditated deeply on what he had read. He had seen much of the world, but he had noticed and retained little more of what he had seen than some grotesque incidents and characters which had happened to strike his fancy. But though his mind was scantily stored with materials, he used what materials he had in such a way as to produce a wonderful effect. There have been many greater writers, but perhaps no writer was ever more uniformly agreeable. His style was always pure and easy, and on proper occasions pointed and energetic. His narratives were always amusing, his descriptions always picturesque, his humour rich and joyous, yet not without an occasional tinge of amiable sadness. About everything that he wrote, serious or sportive, there was a certain natural grace and decorum, hardly to be expected from a man a great part of whose life had been passed among thieves and beggars in those squalid dens which are the reproach of great capitals.

SPECIMEN OF ORTHOGRAPHICAL EXERCISES.

[The candidate is required to copy the passage set before him clearly and legibly, correcting mistakes of spelling, but not otherwise altering either the words or their order.]

(1.) But, notwethstanding the seaming dicline of his boddely powers, those of his minde were rendared more viggerous by advercety. During the confarance, which lasted some weaks, he had to sustane aloan the difense of his cause aganst some of the most elloquant speekers of the House of Comons. All who were pressent were astonnished at his promtness of *aprehension, his fasillety* of expression, and his dignety of maner. While

the confarence was going on, the king had parmission to take the exarsize of rideing. He gave his word of honner not to quitte the island, but he was so slendarly garded, that it allmost apeered as if the parlament wished him to seeze some opertunaty of making his iscape. This he was imporetund to to do by his frends, who were now alowed to have acsess to him; but he rigected their advise, saying he would not brake the prommiss he had given. He probbebly, also, may have desceved himself with the hope that, as the treety was now drawing towerds a conclusion, he would soon be ristoared to piece and libbaty at leest, if not to his formar orthorraty. The treety consisted of sevverell artacles, to all of which, though tending to the abrijmant of his peroggetivs, the king agread, two only excepted, one of which was for the abberlition of eppiscapecy, the other that all who had borne arms in his cause should be dicclaired trayters. After furthar dibbait, the king agrede to some modeffecation in riggard to eppiscapicy; but nothing could enduce him to asent to the last artecle. While a reckonsilleation between the king and parlemant seemed thus aproching, Cromwell, by one dareing act, anihelated the whole power of the parlement and destrawed all Charleses' hopes. He sent Kernal Pride, a man who had formally been a draman, with a body of troupes, to seround the Parlemant house, a little before the time when the membars were to asembel, with orders to purmit only those to enter who belonged to the indipendant and rippublecan party, and to exclood all the rest; and this he called purjing the parlimant.

ELEMENTARY ARITHMETIC.

Paper given to Candidates for Writerships, on Tuesday the 20th Dec., 1870. Time, 2 hours.

1. 310,625 × 8479.
2. 439,763,802 ÷ 14.
3. 738,479 × 83,651.
4. 58,962,384 ÷ 1462.
5. 3,956,847 ÷ 3412.
6. £3491 16*s.* 7¾*d.* × 5.
7. £6015 17*s.* 11¾*d.* × 483.
8. Express in figures, two hundred and eighty millions, forty-six thousand, one hundred and fifteen.
9. Express in figures, five hundred and ninety millions, two hundred thousand, and eighty-five.
10. Express in words 130,640,010.
11. An exercise in simple addition with seven addends.
12. An exercise in simple subtraction, of about nine places.
13. An exercise in compound addition, of seven addends.
14. An exercise in compound subtraction.
15. £1,360,400 6*s.* 10½*d.* ÷ 63.
16. £245 13*s.* 0½*d.* × 645.
17. £10,334,875 7*s.* 8½*d.* ÷ 365.
18. Reduce 2 mls. 8 per. 5 yds. to inches.
19. If 1 ton cost £56, what cost 3 c. 1 qr. 10 lbs.

20. 1369 at £3 7*s.* 6¾*d.*
21. $2\frac{1}{2} + 14\frac{3}{5} + 6\frac{7}{15} + \frac{13}{24}$
22. $8\frac{7}{8} - 3\frac{5}{7}$.
23. $\frac{13}{14} \times 6\frac{4}{39} \times \frac{39}{52} \times \frac{5}{8}$.
24. $8\frac{3}{4} \div 4\frac{2}{5}$.

25. Add 83·0024
·12563
·000010012
1462·154

26. From 5412·12
take 413·89006

27. 28·0563 × 1·608.

28. ·316928 ÷ ·000128.

29. Find the value in grains of 14·375 lb. troy.

The candidates, in addition to the above, get a paper of twelve long tots, each consisting of nineteen addends, for which half an hour was allowed; no additional marks were given for rapidity.

The exercise in copying given on the same day, consisted of three long manuscript letters—rough drafts—with many of the words scored out, and many corrections, interlineations, and insertions. Some of the candidates considered it the hardest part of the entire examination, and few, if any, finished it in the time allowed, viz., half an hour.

SPECIMEN OF LONG TOTS.

Add as many of the following columns (12 *are given*) *as you can in the time allowed* (½ *an hour*); *placing the answers in the spaces below the columns.*

£	s.	d.	£	s.	d.	£	s.	d.
56492	5	11	816271	18	3	405712	14	4
125643	9	9	108106	2	2	234016	3	9
101210	10	3	821000	0	5	792351	0	1
941013	1	4	58209	1	2	167932	1	3
109416	9	8	214376	15	10	87163	9	11
231067	13	8	21595	3	8	910732	17	1
23925	1	11	762935	8	1	106904	7	3
756409	12	8	649603	2	5	10919	1	5
76752	15	3	196408	13	10	250321	18	9
156735	12	8	719058	15	1	925978	11	1
436197	11	7	619374	5	7	659276	3	8
571379	17	2	60616	3	7	106549	3	3
50572	2	8	106073	9	7	761089	15	9
905002	0	7	711015	0	1	577667	13	11
81906	10	7	417116	15	7	93756	2	2
98132	1	6	94106	2	6	89318	2	6
71476	3	9	71834	5	9	231902	7	6
692765	1	2	276102	5	3	532121	7	6
274032	12	1	156917	11	9	352376	0	9
239416	9	8	514376	15	10	16391	1	4
471067	13	8	83215	9	5	810732	17	1
14239	2	5	112935	8	1	159673	1	0

It is important that the addition should be quite correct. Additional *credit will also* be given for rapidity.

SPECIMEN OF SECOND PAPER—39 QUESTIONS (see p. 36).

(Including Vulgar and Decimal Fractions.)

(*a*). Used in preliminary test examinations, and others which are not competitive.

Time allowed, 3 hours.

[*You are requested to write your name at the* top *of each of your papers; to put the* number *to each question; to send up the* working *as well as the answers; and to send up your work on* complete sheets *of paper, not on* scraps, *which are apt to be lost.*

N. B.—*You are particularly recommended to answer the questions in the order in which they are set; not omitting any one unless you are unable to do it.*]

1. In 4005201 grains troy how many lbs. oz., &c. ?
2. If two tons and a half of coals cost £3 2*s.* 6*d.*, what would a hundred weight and a half cost ?
3. Find (by Practice) the price of 3 quarters 2 bushels 1 gallon of corn at £2 13*s.* 4*d.* per quarter.
4. Find the simple interest on £333 10*s.* for 20 years at $3\frac{3}{4}$ per cent. per annum.

5. Add together $\frac{1}{3}$, $\frac{7}{24}$, $\frac{5}{12}$, and $\frac{1}{2}$.
6. Subtract $\frac{35}{47}$ from $2\frac{1}{3}$.
7. Multiply $\frac{4}{15}$ by $3\frac{1}{17}$.
8. Divide $\frac{7}{25}$ by $5\frac{1}{2}$.

9. Add together 407·330719, ·000093, ·02, ·400, and ·005.
10. Subtract 3·070101 from 37·005.
11. Multiply 7840·6 by 20·471.
12. Divide 7·012 by 61·25 to four places of decimals.
13. Find the value of 2·003125 of £8.
14. In 4533206 inches how many miles, furlongs, poles, &c. ?
15. If nine men can build a wall 48 feet long and 24 feet high in five days, what will be the length of a wall built by them in the same time 8 feet in height ?
16. Find (by Practice) the price of 7 ounces 13 dwt. 3 grains of gold at £3 10*s.* per ounce.
17. Find the amount of £10 in 4 years at $4\frac{1}{2}$ per cent. compound interest (neglecting fractions of a penny).

18. Add together $\frac{5}{9}$, $\frac{409}{88}$ and $\frac{13}{330}$.
19. Subtract $\frac{111}{10}$ from $31\frac{121}{330}$.
20. Multiply $\frac{33}{52}$ by $\frac{105}{1372}$.
21. Divide $3\frac{1}{7}$ by $\frac{55}{13}$.

22. Add together ·50145, ·00704, ·4·00005, 8000·2, and ·000945.
23. Subtract ·44006 from 12·013.
24. Multiply ·17034 by 8572.
25. Divide 5·008 by ·049 to three places of decimals.
26. What decimal of a pound troy is $\frac{1}{7}$ of a dwt. ?

27. Reduce 1 acre 3 roods 5 poles to square feet.
28. How much land of the yearly value of £2 13*s.* 4*d.* per acre must be given in exchange for 188 acres of land, of which the yearly value is £2 10*s.* per acre.
29. Find (by Practice) the wages of a man for 2 weeks 4 days 10 hours at 36*s.* a week, reckoning 6 days to a week, and 12 hours to a day.
30. In what time will £540 amount to £712 16*s.* at 4 per cent.

31. Add together 9, $2\frac{3}{4}$, $\frac{9}{11}$, $\frac{1}{22}$.
32. Subtract $2\frac{1}{3}$ from $10\frac{2}{33}$.
33. Multiply together $\frac{5}{12}$, $\frac{8}{15}$, and 9.
34. Divide $300\frac{3}{4}$ by 15.

35. Add together 20134, ·1992, ·0050434, ·061, and 1.
36. Subtract ·004301 from ·0102.
37. Multiply 8892 by ·002453.
38. Divide 15483·2 by ·001125.
39. Reduce $3\frac{3}{4}$ guineas to the decimal of £2 15*s.*

Similar papers are used also in competitive examinations.

The time allowed then is 2 hours.

HIGHER ARITHMETIC.

Time allowed, $2\frac{1}{2}$ hours.

[Third or difficult paper: see page 37 *supra*.]

[*You are requested to write your name at the* top *of each of your papers; to put the* number *to each question; to send up the* working *as well as the answers; and to send up your work on* complete sheets *of paper, not on* scraps, *which are apt to be lost.*]

1. The income of a parish is £6529 10*s.* 6*d.*; how much in the £ will produce a rate of £187 10*s.*?
2. The first line of an army consists of $\frac{1}{4}$ the whole force; the second, of $\frac{1}{3}$, and the reserve of $\frac{2}{5}$: the remainder form a detachment of 1210 men. What is the whole strength?
3. Express 5 acres 2 roods 38 perches as the decimal of a square mile.
4. If I buy 3 per cent. Consols at 92, hold them for 6 months, receive one half-year's dividend, and sell at 93, paying $\frac{1}{8}$ per cent. brokerage both on buying and selling, what rate of interest per cent. per annum do I get for my money?
5. Multiply, by duodecimals, 7 ft. 7 in. 4 pts. by 6 ft. 7 in. 11 pts., and the product by 4 ft. 5 in. What does the product become when expressed in cubic feet, cubic inches, and a fraction of a cubic inch?
6. Find the value of ·41$\dot{6}$ of a pound; and divide 4·19$\dot{4}$ by ·$\dot{2}\dot{7}$.
7. Extract the square root of $100579\frac{147}{847}$; and of ·012345679.
8. 1,029,000 bricks, each 9 inches long, 4 wide, and $2\frac{1}{2}$ thick, are stacked in a cube: find the length of a side.
9. If, on August 1st, $3\frac{1}{2}$ per cent. Stock, paying dividends half-yearly on October 1st and April 1st, be at 105, what ought to be the price on the same day of 3 per cent Stock paying dividends half-yearly on January 1st and *July 1st*?

10. To find the interest at 3 per cent. per annum on any number of pounds for any number of days, multiply the number of pounds by twice the number of days, deduct $\frac{1}{76}$th of the product, and cut off the last two figures; the result will be the interest in pence. Show that the error in the interest given by this rule for any time less than a year cannot exceed one shilling on every £2800.

11. A clock which gains 1 minute a day, is at 12 o'clock on January 1st 20 minutes behind another clock which loses 29 seconds daily: when will they be together?

12. Find the length of the side of a cubical tank which contains 15 cwt. 0 qrs. 7 lbs. 8 oz. of water one cubic foot of which weighs 1000 ounces.

BOOK-KEEPING.

Time allowed, 1½ hour.

1. Copy the following transactions into the Sales-book and Invoice-book provided, putting all amounts for wine in the column headed "Wine," and so with spirits and beer.

All the details must be given, and no contractions are to be adopted except those given in the printed paper.

The articles bought or sold in "aums" are wines.

Returns to or by me are to be treated as purchases or sales, respectively.

2. Post the transactions from these books into the Ledger, opening personal accounts only. The amount to be posted is that in the total column, and no details are to be given in the Ledger. Each Ledger entry must, therefore, be in the words, "To" or "By" "Wine," "Beer," "Spirits," or "Sundries."

The folio column in the Sales-book and Invoice-book is to be supplied with figures referring to the page of the Ledger to which each item has been carried; and the corresponding column in the Ledger is to be supplied with figures referring to the page of the Sales-book or of the Invoice-book from which entry each has been brought.

[The Ledger is not to be balanced; and no Index to the Ledger need be made.]

1855.		£	*s.*	*d.*
Feb. 1.	Bought of Schramm, Krabbé, & Co.:			
	1 aum Steinberger Ausstich, @ £130, ...	130	0	0
	3 aums Liebfraumilch, @ £16, ...	48	0	0
	2. Sold Andrew Macdonall:			
	1 aum Liebfraumilch, @ £18, ...	18	0	0
,,	3. Bought of Coplestone & Sons:			
	10 puncheons Leeward I. Rum, 871 gallons, at 23 °/			
	= 1071 gallons proof, @ 3*s.* 3*d.*, ...	174	0	9
,,	4. Sold John Utly Wignall:			
	1 puncheon Leeward I. Rum, 103 gallons, @ 3*s.* 6*d.*, .	18	0	6
,,	5. Sold Alexander O'Donnal:			
	1 aum Liebfraumilch, @ £18, ...	18	0	0
	1 puncheon Leeward I. Rum, 113 gallons, @ 3*s.* 6*d.*, .	19	15	6
,,	6. Bought of John Collenette:			
	50 doz. qts. Stout, at 5*s.*, ...	12	10	0
	100 doz. qts. Stout, at 4*s.* 9*d.*, ...	23	15	0
	51 doz. pts. Burton Ale, at 4*s.*, ...	10	4	0
,,	,, Sold Andrew Macdonall:			
	2 Puncheons Leeward I. Rum, 216 gallons, at 3*s.* 6*d.*,	37	16	0

1855.		£	s.	d.
Feb. 6.	**Sold Patrick M'Douall & Son:**			
	2 puncheons Leeward I. Rum, 212 gallons, at 3*s.* 6*d.*,	37	2	0
„ 7.	**Sold John Collenette:**			
	2 gallons Leeward I. Rum, at 3*s.* 6*d.*, ...	0	7	0
„ 8.	**Sold Charles Frederic Worledge:**			
	20 doz. qts. Stout, at 5*s.*, ...	5	0	0
	1 puncheon Leeward I. Rum, 109 gallons, at 3*s.* 5*d.*,	18	12	5
	1 aum Steinberger Ausstich, at £145, ...	145	0	0
„ „	**Sold Williams, Phillipps, & Co.:**			
	25 doz. pts. Burton Ale, at 4*s.* 3*d.*, ...	5	6	3
„ 9.	**Sold MacDonald, Sons, & Co.:**			
	25 doz. pts. Burton Ale, at 4*s.* 4*d.*, ...	5	8	4
„ „	**Returned by Alexander O'Donnal:**			
	1 Aum Liebfraumilch, at £18, ...	18	0	0
„ „	**Sold John Utley Wignall:**			
	1 puncheon Leeward I. Rum, 103 gallons, at 3*s.* 6*d.*, .	18	0	6
„ „	**Sold Patrick M'Douall & Son:**			
	1 puncheon Leeward I. Rum, 108 gallons, at 3*s.* 5*d.*,	18	9	0
	50 doz. qts. Stout, at 5*s.* 6*d.*, ...	13	15	0
„ 12.	**Returned to Schramm, Krabbé, & Co.:**			
	2 aums Liebfraumilch, at £16, ...	32	0	0

SPECIMEN OF BOOKS SUPPLIED.

Invoice Book (*for Entries of Goods Bought.*)

Date.	Name and Particulars.	Rate.	Beer.	Spirits.	Wine.	Ledger Folio.	Total.
	Specimen.						
1858.			£ s. d.	£ s. d.	£ s. d.		£ s. d.
Jan. 24.	James Williams.						
	2 Butts Sherry, at	£55			110 0 0		122 10 0
	50 Doz. qts. Stout, at	5*s.*	12 10 0				

Sales Book (*for Entries of Goods Sold.*)

Date.	Name and Particulars.	Rate.	Beer.	Spirits.	Wine.	Ledger Folio.	Total.
	Specimen.						
1858.			£ s. d.	£ s. d.	£ s. d.		£ s. d.
Jan. 28.	John Brown.						
	1 Butt Sherry, at	£50			50 0 0		
	1 Doz. Stout, at .	5*s.* 6*d.*	0 5 6				
	1 Quarter Cask Pale Brandy, 26 Gallons, at	12*s.*		15 12 0			65 17 6
Jan. 29.	William Smith.						
	1 Quarter Cask Brandy, 25 Gallons, at .	10*s.*		12 10 0			12 10 0

BOOK-KEEPING BY DOUBLE ENTRY.

Used in competitive examinations.

Time allowed, 3 hours.

Instructions—

The answers to questions 1, 2, *and* 5, *should be as carefully written as if they were entries in real Account Books.*

1. Journalize the following transactions :—

1846.		£	*s.*	*d.*
July 1.	In hand :—			
	Cash,	65	0	0
	Ditto at Bank,	150	0	0
	Goods,	119	7	2
	John Flockton's Acceptance due July 27th,	45	0	0
,,	Debts owing by me—			
	Jonas Thompson,	34	0	0
	Thomas Dorrington,	26	5	4
,, 2.	Paid into Bank,	50	0	0
,, 3.	Bought of John Travers—			
	3½ chests Hyson tea, 1 cwt. 3 qrs. 4 lbs. = 200 lbs. at 2*s.* 3*d.*,	22	10	0
,, 4.	Sold to Joan Brough—			
	1½ chests oolong tea, 40 lbs. net, at 1*s.* 8*d.*,	3	6	8
	8 boxes pearl leaf gunpowder, 72 lbs., at 3*s.* 6*d.*,	12	12	0
,, 5.	Paid Thomas Dorrington (by cheque),	26	5	4
,,	Paid wages,	3	1	0
,, 11.	Sold to William Herne—			
	2½ chests flowery pekoe, 131 lbs. net, at 2*s.* 5*d.*,	15	16	7
,, 12.	Paid wages,	3	1	0
,, 14.	Accepted draft of Jonas Thompson at 1 month,	34	0	0
,,	Received of Joan Brough, acceptance at 2 months,	15	18	8
,,	Paid into Bank for discount, Brough's and Flockton's bills (discount 4*s.* 8*d.*),	60	18	8
,, 19.	Paid wages,	3	1	0
,, 24.	Drew cheque on Bank,	25	0	0
,,	Paid John Travers,	22	10	0
,, 26.	Paid wages,	3	1	0
,,	Paid into my account at Bank by William Herne (to balance),	15	16	0
,, 28.	Flockton's bill returned from Bank dishonoured,	45	0	0

2. Post the above transactions into the Ledger given herewith. No index need be made.

3. Balance and close the Ledger. Assume a value for the stock in hand.

4. By how much am I solvent or insolvent? What, on your assumptions, has been my gain or loss on goods in the period taken, and what my total gain or loss?

5. Rule a form for a Cash Book, having a column for Cash, one for Bank, and one for Bills, and enter in it as many of the transactions given above as should be placed there.

BOOK-KEEPING BY DOUBLE ENTRY.

Set to candidates for Clerkships in the Admiralty.

Time allowed, 2 hours.

Instructions—

The questions should be answered, as far as possible, in the order in which they stand. No credit will be given for statements which are not strictly in answer to the questions proposed.

1. Rule a form for a Cash Book having two sets of money columns, and enter in it as many of the following transactions as can be placed there, using one set of money columns for "Bank" and one for Cash :—

1863.	£	s.	d.
July 1. Cash in hand,	521	13	8
„ „ Cash at Bank,	176	2	9
„ 2. Paid into Bank,	500	0	0
„ 3. Received of Rogers and Wroe,	26	13	7
„ „ Received of W. Ellis,	13	11	11
„ 4. Paid Munt, Brown, and Co.,	50	0	0
„ 5. Paid W. Brown (by cheque),	123	1	4
„ 9. Received of John Cook (and allowed him 30*s.* as discount),	28	10	0
„ 15. James Wilson (paid into my account at Bank),	117	2	5

2. Journalize the transactions given in question 1.

3. How should the Merchandise account be treated in order that the Ledger might (so far) be closed ?

4. How should Stock account be treated in order that the Ledger might (so far) be closed ?

5. How should Profit and Loss account be treated in order that the Ledger might (so far) be closed ?

6. How should the account for Ship "Mary Jane" be treated in order that the Ledger might (so far) be closed ?

7. If a trader had a clerk who was perfectly accurate in his work, never at any time making a single mistake, what would he gain by having his books kept by "Double Entry" instead of by "Single Entry ?"

8. Rule a specimen of the form of a "Trial Balance." How is a "Trial Balance" prepared, what is its purpose, and how far does it answer that purpose ?

9. On the ruled paper supplied to you open a Ledger account for "Cash" and a Ledger account for "Rogers and Wroe," and post into these accounts such of the transactions dealt with in answer to questions 1 and 2 as belong to them.

10. Give the Journal entry which Munt, Brown, and Co., should make, or the transaction of July 4th [question 1].

11. Give the Journal entry which John Cook should make for the transaction of July 9th [question 1].

12. If you have time, after answering the above, you may reply to *any one* of the following :—

A. Give a description of any form of Government book-keeping with which you are acquainted, pointing out where it differs from ordinary Mercantile book-keeping, and assigning the reason for the variation, and comparing also the non-personal accounts with those of mercantile book-keeping.

B. Give an account (similar to that required by A.) of any application of the system of Double Entry to Solicitors' accounts or to Farming accounts.

C. Describe any variations of Double Entry with which you are acquainted, either in the form of the books, or in the books themselves. *Describe the* apparent object of the changes, and estimate their value.

D. What could be gained and what would be lost by dispensing *with the Journal* in Double Entry ?

SPECIMENS OF QUESTIONS IN GEOGRAPHY.

[In all such exercises candidates are warned that *attention should be paid to orthography, handwriting, punctuation, grammar, and correctness of expression.*]

Set to candidates competing for situations in the Admiralty, Inland Revenue, Customs, &c.

Time allowed, 2½ hours.

1. On the accompanying map of England insert the names of the chief bays and headlands; trace the course of the Tyne, Colne, Tamar, Taff, Irwell, and mark the position of any important towns on each of those rivers; and show by asterisks, with the names written near them, the situations of Whitehaven, Ashby-de-la-Zouch, Epsom, Buxton, Clifton, Dudley, Yarmouth, Chepstow, Woodstock, Harrow.
2. Name (1) the principal inland lochs in Scotland, (2) the principal mountains in Ireland, (3) the principal rivers in Wales.
3. Name the chief seats of (1) the silk manufacture, (2) the hardware manufacture, (3) ship building, in England.
4. Where are the following places; and what do you know about any of them :—Washington, Ferozepore, Jaffa, Jeddo, Leipsic, Strasburg, Gaeta, Kiel, Lahore, Missolonghi?
5. Where are Cairo, Medina, Fez, Saigon, Muscat, the islands Owhyhee and Hainan; the rivers Dnieper, Marne, Orinoco; the Mendip hills; the Hercynian mountains; the Skager-rack?
6. Write a brief geographical description of Portugal, Arabia, Canada.
7. Draw a map of Connaught or of Italy, as large as your paper will permit, marking the position of the lakes and mountains, tracing the course of the principal rivers, and showing, with asterisks, the situation of the most important towns.

Set to Cadets of Constabulary, Ireland.

Time allowed, 2½ hours.

1. On the accompanying map of Ireland show the position of the principal lakes and mountain ranges; place Tullamore, Youghal, Elphin, Newton Butler, Cahir, Trim; trace the principal lines of railway connecting Dublin with the south of the island, and mark the position of the principal towns through which they pass.
2. In what counties and on what lines of railway are the following towns :—Athy, Andover, Peterborough, Hawick, Yeovil, Diss, Thurles, Dunkeld, Swindon, Athlone? Give approximately the distance of any of them from either London or Dublin.
3. What countries are watered by the following rivers :—the Rhone, Rio de la Plata, San Francisco, Garonne, Amoor, Goomtee? Mention the sea into which each flows.
4. Where are the following places, and for what are any of them remarkable :—Culloden, Curaçao, Atalanta, Geelong, Surat, Ehrenbreitstein, Damascus, Namur, Malaga, Chicago?
5. Where are Catalonia, Bessarabia; St. Michael's Island, Ischia; the mountains Wetterhorn and the Brocken; the rivers Frazer and Cauvery; the Gulf of Obi; Algoa Bay?
6. Draw a map of the west coast of England and Wales from Carlisle to the Land's End, as large as your paper will admit, marking the counties, headlands, river mouths, and seaport towns.
7. Write a *geographical* description of Prussia.

Set to candidates competing for situations in the Admiralty, Inland Revenue, Customs, &c.

Time allowed, 2½ hours.

1. On the accompanying map of England and Wales trace the courses of the Wye, Severn, Trent and Mersey; place the ports and headlands on the South Coast, and define the limits of the Counties on the South and East.
2. Write a short account of (1) the Shetland Isles, (2) Leinster, (3) Sicily.
3. Where are the following places, and for what are any of them remarkable?—Maida, Navarino, Ratisbon, Goojerat, Saratoga, Tien-Sin, Santa Cruz, Valparaiso, Tunis, Oleron?
4. Mention our chief imports from China and Australia, respectively.
5. What are the countries comprised in the Russian Empire? Give some account of the different races which it includes.
6. Draw a map as large as your paper will allow of South America, giving the principal political divisions with the chief town of each, and the principal rivers and ports.
7. Where does the Gulf Stream originate? Give a short account of it. State what you know of the other principal currents of the Atlantic.

Or,

1. On the accompanying map of Europe trace the course of the principal rivers of France and Spain, and show, with asterisks and names written near, the position of the principal towns on their banks.
2. Describe (1) Mexico, (2) the Morea, (3) the Sahara.
3. Give an account of the counties of Norfolk, Roxburgh, Limerick.
4. Where are the following places, and for what are they remarkable:—Zurich, Trieste, Prague, Potsdam, Darmstadt, Stockholm, Smyrna, Trebizond, Bagdad, Shiraz?
5. Give some account of Holland, naming its chief divisions and some of their principal towns.
6. Draw and fill up a map of Egypt, as large as your paper will admit.
7. Give some account of the course of the Mississippi, naming the states by which it passes.

ENGLISH HISTORY.

REV. H. G. ROBINSON.

3 P. M.—6 P. M.

[N. B.—*You are not permitted to answer more than* six *of the following questions. The maximum number of marks may be obtained by answering thoroughly well any six.*]

1. Give an account of the social and political condition of England during the reign of Stephen.
2. Describe the occasion and chief events of what is known in our history as *The Barons' War*.
3. State the respective claims of the Houses of York and Lancaster. What more immediately led to the breaking out of the war between them? Mention (with dates) the chief battles fought during the course of it.
4. Describe the progress of the constitution and the position of Parliament under the House of Lancaster.
5. *Sketch* the character of Henry VII., and give a summary of the chief events of his reign.

6. What course of events led to the flight of Mary Queen of Scots to England? How can you account for, and how far can you justify, Elizabeth's conduct towards her?

7. Mention the chief points at issue between Charles I. and the Parliament, and give a particular account of *one* of the following incidents:—

(1.) The contest about Ship-money.
(2.) The Grand Remonstrance.
(3.) The Arrest of the Five Members.

8. State what you know about the following:—

(1.) The Exclusion Bill.
(2.) The Habeas Corpus Act.
(3.) The Declaration of Indulgence.

9. Give an account of the war of the Spanish Succession.

10. Relate briefly the rise and progress of our Indian empire.

11. Write short biographical sketches of the following persons:—

(1.) Sir R. Walpole.
(2.) Lord Chatham.
(3.) John Wilkes.
(4.) George Washington.
(5.) Warren Hastings.

12. Give a summary of the chief incidents of the Peninsular War.

13. Mention some of the main provisions of the Reform Bill of 1832, specifying the mode of parliamentary election and the various qualifications of electors.

SPECIMEN OF QUESTIONS IN CONSTITUTIONAL HISTORY.

(HALLAM AND MAY.)

Set to candidates for the Parliament Office.

Time allowed, 3 hours.

1. What were the legal limitations of the Royal Authority under the House of Tudor, and how far were they in operation.

2. What were the effects of the dissolution of the monasteries?

3. State the principal matters in dispute between James I. and his Parliaments.

4. What trials and legal decisions gave rise to Mr. Fox's Libel Act? What change has since been made in the law?

5. What is meant by the "Alien Acts?" Mention the occasions when they have been passed, and the times when England has been most resorted to as an asylum by foreign refugees.

6. In what respects did the constitution of the Scotch Parliament differ from that of the English?

7. What were the original privileges of the East India Company, and how have they been gradually curtailed?

8. Sketch the history of parties in the reign of George III., and state the advantages and disadvantages of party government.

9. Trace the history of the Judicial powers of the House of Lords.

10. State the principal reforms in the Criminal Law and Procedure since the year 1800.

ENGLISH LITERATURE.

T. Arnold, M. A.

1. What do you consider to be the true epoch of the commencement of English Literature? Give reasons for your opinion.
2. Show in what manner the Prologue to the Canterbury Tales throws light upon the social life of the period.
3. Examine the Scottish poetry of the 15th and 16th centuries, and describe the leading characteristics of the principal authors.
4. State what you consider to be the chief excellencies, and also the chief defects, in the poetry of the Elizabethan age.
5. Describe the plot, or poetical framework, of the Faerie Queene. Is the poem a complete work?
6. Analyse the stanza of Spenser.
7. Compare any tragedy of Shakspeare with one by Sophocles or Euripides in reference to the rules of art which govern the construction of the plot in each, and the effect which each is calculated to produce upon an audience.
8. In what plays of Shakspeare do the following characters occur:—Miranda, Escalus, Adriana, Gratiano, Thersites, Iachimo, Friar Laurence, Viola?
9. Describe the position which Hooker occupied as a controversialist. From whom have we the best account of his life?
10. Upon what occasion and with what object in view did Milton write his Areopagitica? Give an outline of the argument of this treatise.
11. Explain the titles,—Iconoclastes, Colasterion, Tetrachordon, Smectymnuus, Histriomastix, Annus Mirabilis.
12. Describe, with illustrations, the nature of the foreign influences which were acting upon English Literature in the reign of Charles II.
13. What was Pope's opinion of Dryden as a poet? Quote passages in support of your answer.
14. Characterise the humour of any one among the following English humourists:—Addison, Sterne, Fielding, Goldsmith.
15. What is your estimate of Dr. Johnson's merits as a writer, and also of the effects of his influence on literary style?
16. Name the principal works of the poet Cowper, and criticise any one of them.
17. Name our best writers of contemporary history; state in what period each lived; and give your estimate of the peculiar excellencies or weak points of any one of them.
18. Name the satire which you consider to be the most forcible in the language. Of what ancient poem is Johnson's "London" a free version?
19. Name the authors of the following works, and arrange them in order according to the date of their death:—Religio Medici; Utopia; the Battle of the Books; the Thistle and the Rose; Rasselas; the Davideis; the Essays of Elia; Madoc; the Rejected Addresses; and the plays—Don Sebastian, Revenge, Cato, the Rehearsal.
20. Name the authors of the following lines, and state, if you can, the particular work from which each passage is taken:—

(*a.*) "Westward the course of empire takes its way."

(*b.*) "That air and harmony of shape express,
Fine by degrees and beautifully less."

(*c.*) "There's not the smallest orb which thou behold'st
But in his motion like an angel sings;
Still quiring to the young-eyed cherubims."

(*d.*) "I am as free as nature first made man,
Ere the base laws of servitude began,
When wild in woods the noble savage ran."

(*e.*) "*Till oft* converse with heavenly habitants
Begin to cast a beam on the outward shape,
The unpolluted temple of the mind,
And turns it by degrees to the soul's essence,
Till all be made immortal."

SPECIMEN OF PASSAGES FOR TRANSLATION FROM LATIN.

Eisdem temporibus Persarum rex Darius, ex Asiâ in Europam exercitu trajecto, Scythis bellum inferre decrevit. Pontem fecit in Histro flumine, quâ copias traduceret. Ejus pontis, dum ipse abesset, custodes reliquit principes, quos secum ex Ioniâ et Æolide duxerat; quibus singulis ipsarum urbium perpetua dederat imperia. Sic enim facillime putavit se Græcâ linguâ loquentes, qui Asiam incolerent, sub suâ retenturum potestate, si amicis suis oppida tuenda tradidisset, quibus se oppresso nulla spes salutis relinqueretur. In hoc fuit tum numero Miltiades, cui illa custodia crederetur. Hic cum crebri afferrent nuntii, male rem gerere Darium premique a Scythis, Miltiades hortatus est pontis custodes, ne a fortunâ datam occasionem liberandæ Græciæ dimitterent. Nam si cum his copiis, quas secum transportarat, interisset Darius, non solum Europam fore tutam, sed etiam eos, qui Asiam incolerent Græci genere, liberos a Persarum futuros dominatione et periculo; et facile effici posse, ponte enim rescisso, regem vel hostium ferro vel inopiâ paucis diebus interiturum.—NEPOS.

Two such passages are usually given. The time allowed is 2 hours, and the candidate is expected to translate both passages. The more difficult passages are set in competitive examinations.

SPECIMEN OF PASSAGES FOR TRANSLATION INTO LATIN.

Time allowed 1 hour.

He is related to have spoken as follows:—Although my conscience acquits me of blame, Quirites, yet I burn with shame that you should know, and that posterity will learn, how in the fourth consulate of Titus Quinctius the Æqui and Volsci, for whom lately the Hernici were almost a match, advanced in hostile array to the walls of Rome and retired without chastisement. Although the course of events and the posture of our affairs has long been such as to fill my mind with the gloomiest forebodings, yet had I foreseen that such an ignominy was destined to happen in this year, I would have gone into exile or killed myself, if there was no other way of escaping from office, to avoid such a disgrace. Can it be that, if the enemy had behaved like men, Rome would have been taken in my consulate? I had had enough of office, enough and too much of life. I should have died when I was a third time Consul. Which of us was it that so puny a foe despised? Was it myself, or was it you, Quirites? If the fault is mine, strip me of the command, and if it is not enough, visit me with further penalties. If the fault is yours, may no god or man arise, Quirites, to punish your sins, but may it suffice that you repent them.

GREEK.

The examinations in Greek are of the same character as the examinations in Latin.

SPECIMEN OF PASSAGES FOR TRANSLATION FROM FRENCH.

De *même qu'il* avait écrit à Friant, au sujet de Mouraâ-Bey, à Brune *au sujet de Frotté*, il écrivait à Bernadotte au sujet de Georges: "Prenez

mort ou vif ce coquin de Georges. Si vous le tenez une fois, faites-le fusiller vingt-quatre heures après comme ayant été en Angleterre après la capitulation." Or il n'y avait en ce moment de prise d'armes ni en Bretagne ni en Vendée: pour envoyer de tels ordres à un homme qui était d'ailleurs incapable de les exécuter, il suffisait à Bonaparte d'en redouter une. Le 3 nivôse (24 Décembre 1800) comme le Premier Consul se rendait à l'Opéra pour y entendre exécuter un oratorio d'Haydn, sa voiture rencontra vers le milieu de la rue Saint-Nicaise une petite charette qui embarrassait le passage; cependant son cocher évita l'obstacle avec beaucoup de bonheur et d'adresse. A peine avait-il dépassé un des tournants de la rue qu'une détonation formidable se fit entendre. La force de l'explosion, semblable à la commotion produite par un tremblement de terre, souleva la voiture et ébranla toutes les maisons du quartier. Quatre personnes avaient été tuées sur le coup, une soixantaine étaient blessés plus ou moins grièvement, quarante-six maisons étaient extrêmement endommagées. Le Premier Consul persista néanmoins à se rendre à l'Opéra. Il parut dans sa loge avec madame Bonaparte encore tout pâle d'effroi; lui-même affectait l'impassibilité, mais l'inquiétude de ses regards trahissait son agitation intérieure. "Les coquins ont voulu me faire sauter," dit-il à Rapp. Il ne resta que peu d'instants à l'Opéra et se fit reconduire aux Tuileries—LANFREY.

Other French authors from whom passages have been selected are, De Staël, Dumas, La Bruyère, Lacretelle, Lamartine, Lavallée, Duruy, Rousseau, Sand, Villemain, Voltaire, Xavier de Maistres, Amédée Thierry, L. Blanc, Filon, Volney, Cousin, Chateaubriand, Mignet, Victor Hugo, Vacherot, Montesquieu, Vaulabelle, Fontenelle, Thiers, Guizot, Massillon, Bridaine, Bossuet.

Two such passages are usually given. The time allowed is 2 hours, and the candidate is expected to translate both passages. The more difficult passages are set in competitive examinations.

SPECIMEN OF PASSAGES FOR TRANSLATION INTO FRENCH.

"From Persia," said the poet, "I travelled through Syria, and for three years resided in Palestine, where I conversed with great numbers of the northern and western nations of Europe,—the nations which are now in possession of all power and all knowledge, whose armies are irresistible, and whose fleets command the remotest parts of the globe. When I compared these men with the natives of our own kingdom and those that surround us, they appeared almost another order of beings. In their country it is difficult to wish for anything that may not be obtained; whatever their own climate has denied them is supplied by their commerce." "By what means," said the prince, "are the Europeans thus powerful; or why, since they can so easily visit Asia and Africa for trade and conquest, cannot the Asiatics and Africans invade their coasts, plant colonies in their ports, and give laws to their natural princes? The same wind that carries them back would bring us thither." "They are more powerful, sir, than we," answered Imlac, "because they are wiser: knowledge will always predominate over ignorance, as man governs the other animals."

The examinations in GERMAN, ITALIAN, *and other foreign languages are of the same character as the examinations in* FRENCH.

LANGUAGE, LITERATURE AND HISTORY OF ROME.

F. A. PALEY, Esq.

10 A.M. to 1 P.M.

1. Translate into English, Tacit. Germ., § 26., "Fenus agitare et in usurus extendere ignotum. Agri pro numero cultorum ab universis in vicos occupantur, quos mox inter se secundum dignationem partiuntur. Arva per annos mutant; et superest ager. Nec enim cum ubertate et amplitudine soli labore contendunt, ut pomaria conserant et prata separent et hortos rigent; sola terræ seges imperatur. Unde annum quoque ipsum non in totidem digerunt species: hiems et ver et æstas intellectum ac vocabula habent; autumni perinde nomen ac bona ignorantur."

2. Distinguish accurately the words *arva, ager, prater, campus.* Give the etymologies (or roots) of *fenus, universus, occupo, vicus, arva, ager, annus, consero, separo, hortus, hiems, ver, æstas, autumnus.*

3. Explain the terms "noun," "verb," "nominative," and "accusative" case. Why are inflexions called "cases?" Define "subject," "object," "predicate," "copula," and show their application to the simplest sentence, as "urbem condo."

4. Write down the letters of the Roman alphabet in use in the time of Cicero. What new letters did the Emperor Claudius add, and with what success? Show the relations of F, G, H, and Q to the corresponding letters of the old Greek alphabet.

5. Distinguish the meanings of *homo, vir, juvenis, adulescens, mulier, femina, matrona.* Derive *uxor, conjux, femina, puella, liberi, proles, suboles.* Explain the terms "jus connubii," "conventio in manum," "filius familias."

6. Distinguish the *Etrusci* of ancient Italy from the *Tyrrheni.* Give the geographical position of each, and discuss briefly their ethnological affinities. What signification attaches to the etymology of the latter word; also to the names *Umbri, Sabini, Latini, Quirites, Albani, Osci* or *Opici, Italy,* and *Greece?*

7. Varro (L. L. v., § 89), "*Milites,* quod trium milium primo legio fiebat, ac singulæ tribus Titiensium, Ramnium, Lucerum, milia singula militum mittebant." Specify the component parts of a Roman legion, and distinguish "aquila," "signum," "vexillum." State (briefly) what you know of the origin and meaning of the three "tribes" mentioned in the above extract.

8. Express the following sums in English currency, "HS. quadringenties tricies quinquies;" "centies quinquagies sestertium;" "HS. CIↃIↃC." Explain the symbol HS, and give the value of "sestertius," "denarius." What is generally meant by "numus?" Translate "condititque lustrum, quo censa sunt civium LVIIII, LXXXIIII, LXXII." (Tac. Ann. xi. 25.)

9. Give the date of the birth and the birthplace of the poet Plautus. Does the text we possess harmonize with contemporary inscriptions? From what sources were his comedies derived? Define "fabula togata," "palliata," "prætextata." Mention the kinds of Roman poetry which have a claim to be truly Italian, or indigenous. Was "satire" one of these? Give the etymology of the word.

10. What were the duties of the *Augurs?* What etymologies have been given of the name? At what period in the history of Rome had they the greatest influence? Explain and derive the augural terms: *lituus, regio* (cæli), *cæremonia, tabernaculum capere, tripudium solistimum, desidero* and *considero, contemplor, ostenta, religio, superstitio.*

II. Translate (Cic. de Legg. iii., § 9), "Ast quando duellum gravius, discordiæ civium escunt, annus ne amplius sex menses, si senatus creverit, idem

juris quod duo consules teneto, isque ave sinistra dictus populi magister esto: equitatumque qui regat, habeto pari jure cum eo, quicumque erit juris disceptator." Specify the magistrates here alluded to. What other names of the "Equites" were in vogue in the early republic; and what were their duties originally?

12. Translate (Tacit. Ann., vi. 51), "Proscriptum patrem exul secutus [Tiberius], ubi domum Augusti privignus introiit, multis æmulis conflictatus est, dum Marcellus et Agrippa, mox Gaius Luciusque Cæsares viguere. Etiam frater ejus Drusus prosperiore civium amore erat. Sed maxime in lubrico egit accepta in matrimonium Julia." Explain the relationships here mentioned by drawing a pedigree; and show also how the families of Augustus and Tiberius were united (by marriage) in Germanicus.

LANGUAGE, LITERATURE AND HISTORY OF GREECE.

REV. B. H. KENNEDY, D.D.

3 P.M. to 6 P.M.

1. Explain the etymological relations of the following words:—

1. δίς, bis, twice.	5. θύρα, fores, door.
2. πέντε, quinque, five.	6. βίοτος, vita, quick.
3. ἐγών, ego, I, ich.	7. εἰμι, sim.
4. ἕτερος, alter, other, andere.	8. χειμών, hiems.

2. Write down the Present Infinitive, with the Future and Perfect Indicative, of the Greek verbs which represent the roots—

(1) ἐδ- (2) ἐδ- (3) ἐσ- (4) ἐχ-

Explain the relation between ἰέναι and ἶναι. What Latin words correspond to them? Account for such forms as νέω, νεύσομαι.

Analyse ἐπιειμένους, γέντο, as used by Homer.

To what dialects are ἀμβᾶτε, πυττάν, ἠοκά, ἐγκατέαται, σιώ, ἑτέρωτα, τυρίσδῃς, ἁλιῆς, μάσσων referrible severally, and what are their usual forms?

3. Translate into Greek, with accents:—

1. I will come if I can.
2. She said she would come if she could
3. They said they would have come if they could.
4. There are many things which I should wish to remind you of.
5. Make haste and come, but not till you have seen your father.
6. Be assured I will see him before I come.
7. He wounded many of the enemy before he was at length slain.
8. She spoke as if, forsooth, she knew not the facts.
9. Cleon answered and said that not himself but he (Nicias) was general.
10. I knew I had not myself erred, but you who denied you were present.

4. *Describe* the constitution, locality, function, and proceedings of the ἐκκλησία at Athens.

5. Explain δίκη and γραφή. What was the procedure of a δίκη at Athens? Distinguish ἀνακρίνειν and ἀνακρίνεσθαι (middle), καταδιαιταῦ and καταδιατᾶσθαι (middle). Explain the words εἰσαγγελία, ἔνδειξις, φάσις, and the phrases ἐρήμην ὀφλεῖν, ἀντιλαχεῖν τὴν μὴ οὖσαν.

6. What was the national and political character of Thebes? What part did the Thebans take in the Persian and Peloponnesian wars, and again after the peace of Antalcidas? Explain the following allusion of Milton:—

> The great Emathian conqueror bid spare
> The house of Pindarus, when temple and tower
> Went to the ground.

7. Sketch the life and character of any *one* of the following persons:—

Alcibiades. Timoleon. Demetrius Poliorcetes.

8. Taking as boundaries the Tigris, the Indus, the sea, and the northern latitude of the Caspian, place Arbela, Ecbatana, Persepolis, Susa, Maracanda, Taxila, Patala, Zariaspe, the ranges of Paropamisus, Imaus, and Emodus: trace the route of Alexander from Babylon to Patala. What occurred in Drangiana? What at Maracanda? What was the great result of Alexander's conquests?

9. Date the foundation of Alexandria in Egypt; and describe its original form. Under what governments did it pass during the first ten centuries of its existence? What were its services to literature, science, and religion? What is understood by the terms Pleias Alexandrina, Canon Alexandrinus, Codex Alexandrinus?

10. Compare the philosophic doctrines of Heraclitus and Zeno of Elea. In what dialogues are they severally combated by Plato? Explain the Platonic doctrine of ideas. What influence did it exercise in the middle ages?

FRENCH LANGUAGE, &c.

M. Dupont.

3 P.M. to 6 P.M.

N.B.—*The Questions are to be answered in English.*

Grammar.

1. Give the first person plural "*imparfait*," and the first person singular and plural of the "*prétérit défini*," of the following verbs: *acquérir, fleurir, venir, mouvoir, pourvoir, conclure, croître, mettre.*

2. *Est-ce que vous n'avez pas de livres? Est-ce que vous n'avez pas des livres?* Show the different meaning of the preceding sentences, account for the use of the article in the latter.

3. What is the meaning of the following neuter, verbs according as they are conjugated with the auxiliary *être* or *avoir*? *Échouer, disparaître, grandir, demeurer.* Give examples.

4. *L'espérance lui avait appris à connaître et à se servir des hommes.* Correct the above sentence, and give the rule of the "*régime substantif.*"

5. Account for the invariability of the participle *cru* in the following sentence: *Cette maison est plus grande que je ne l'avais cru.*

6. Give a few examples to show that, according to the different point of view, the subjunctive or indicative mood may be used in subordinate sentences, even when the principal is interrogative.

History.

1. Sketch the origin and character of the French "Parlement," and trace the influence of the "*Légistes*," and of the Roman law, on the constitution of the French monarchy.
2. Give the leading clauses of the following treaties :—1659, "Traité des Pyrénées,"—1714, "Traité d'Utrecht,"—1763, "Traité de Paris."
3. Who were the leading members of the "constituante?" Who were the authors of the "*constitution civile du clergé*," and what were its results?
4. Give a short account of the Italian wars from the election of Napoléon Bonaparte to the generalship, down to the treaty of Campo-formio.
5. Show the character of the reaction which took place in 1815 and 1816. Who were the leading statesmen of that period?
6. Mention the most important facts connected with the following persons :—Tallien, Fouché, Hoche, Bernadotte, de Villèle, Marmont, La Fayette.

Literature.

1. Name the chief members of the "*Pléiade*." Say what you know of their works, and of the character of their talent.
2. Who were the leading men of Port-Royal? Under what circumstances were "*Les lettres provinciales*" published?
3. Contrast the lyric poetry of the eighteenth century with that of the nineteenth. Name the authors of the following pieces :—*Ode au Cu du Luc. Ode sur la mort de J. B. Rousseau. Les Préludes. Les Fantômes.*
4. Who pronounced the "*Oraison funèbre de Louis XIV.*? Draw a parallel between the author of the "*Petit-carême*" and the author of the "*Discours sur l'histoire universelle*."
5. Who are the leading historians of the nineteenth century? Why are M. Mignet and M. Thiers pointed out by the author of the "Etudes historiques" as the heads of the "*École politique fataliste*?"
6. Name the chief works of the following illustrious women : de Sévigné, de Lafayette, Deshoulières, Roland, de Staël, G. Sand.

Composition.

Write an Essay in French on one of the following subjects :

1. Montrez les différences caractéristiques de l'influence exercée sur la civilisation moderne, par la civilisation grecque, et par la civilisation romaine.
2. De l'importance relative des beaux arts, considérés comme agents de la civilisation.

Passage read for Dictation.

LA TOURAINE.

Connaissez-vous cette contrée que l'on a surnommée le jardin de la France, ce pays où l'on respire un air si pur dans les plaines verdoyantes arrosées par un grand fleuve? Si vous avez traversé dans les mois d'été la belle Touraine vous aurez longtemps suivi la Loire paisible avec enchantement, vous aurez regretté de ne pouvoir déterminer, entre les deux rives, celle où vous choisirez votre demeure, pour y oublier les hommes auprès d'un être aimé. Lorsque l'on accompagne le flot jaune et lent du beau fleuve on ne cesse de perdre ses regards dans les riants détails de la rive droite. Des vallons peuplés de jolies maisons blanches, des coteaux jaunis par les vignes *ou blanchis par* les fleurs du cerisier, des jardins de roses d'où sort tout à *coup une tour* élancée, tout rappelle la fécondité de la terre ou l'enchantement

de ses monuments, et tout intéresse dans les œuvres de ses habitants industrieux. Rien ne leur a été inutile : il semble que, dans leur amour d'une aussi belle patrie, seule province de France que n'occupa jamais l'étranger, ils n'aient pas voulu perdre le moindre espace de son terrain, le plus léger grain de son sable.—ALFRED DE VIGNY (*Cinq-Mars*).

GERMAN LANGUAGE, &c.

PROFESSOR BUCHHEIM.

GRAMMATICAL QUESTIONS. 3 P.M. to 6 P.M.

1. Give the second and third persons singular of the present indicative and the second person singular of the imperative mood of *gehen*, *aussprechen*, *ausheben*, *anfangen*, *fechten*, *schlagen*, and *verschaffen*.
2. Which substantives form their plural by means of the terminations *e*, *er*, or *en*, and which do not take any additional termination at all in the plural? Are there any substantives which have a double plural?
3. When do we use the relative pronouns *wer* and *was*, and when *welcher*, *welche*, *welches*, or *der*, *die*, *das*; and in which case must the requisite forms of *der*, *die*, *das* be employed, instead of those of *welcher*, *welche*, *welches*? Illustrate your answer by examples.
4. Which of the following conjunctions: *seit*, *woher*, *auch*, *wenn*, *zudem*, and *dann* are co-ordinative and which subordinative? Do any of these conjunctions affect the construction of sentences? Give examples.
5. Give the meaning of the auxiliary verbs of mood *können*, *dürfen*, *mögen*; *müssen*, *sollen*, and *wollen*, and state what other notions they can express besides their fundamental significations.
6. In what cases is *of* not expressed by the genitive, but rendered by the proposition *von*, and in what cases is it entirely omitted in German? Give examples.

LITERARY QUESTIONS.

1. Describe the origin and nature of the *Thiersage*, and mention the principal poem belonging to that class of poetry.
2. Sketch the origin and development of the drama in Germany.
3. In which century did Sebastian Brant live? Give a brief description and critical analysis of his great work.
4. During which period did the *Sprachgesellschaften* flourish in Germany? What were their merits and failings, and which of them was the most meritorious?
5. Which are the principal epigrammatic poets of Germany, and which epigrammatic productions form an important epoch in German literary history?
6. Mention and characterize the principal critical works of Lessing.

HISTORICAL QUESTIONS.

1. At what period did Rome and the Western Empire fall under the dominion of the Germans? How long did their possession last, and what was the fate of their successive leaders?
2. Why may the reign of *Heinrich der Vogelsteller* be called one of the most important in the history of Germany?
3. What policy did the German emperors observe towards the Protestants during the period from the death of Charles V. to the outbreak of the Thirty Years' War?

4. Under the reign of which emperor was the progress of the Turks in empire finally checked, and what military leaders chiefly distinguis themselves in the final struggle ?
5. In what relation did the princes and free cities of Germany stanc the German emperors; and why did the latter, in general, contribut little to the welfare of the empire ?
6. Give a description of the *Völkerschlacht* at Leipzig. Who were principal combatants, and what was the result of the great battle ?

Write an essay on *one* of the following subjects, using the Gerr character :—

1. Einfluss der Völkerwanderung auf die Reugestaltung Europa's.
2. Ueber die Gastfreundschast in alter und neuer Zeit.
3. Ueber den Aberglauben.

DICTATION.—(German characters to be used.)

Friedrich der Zweite wurde am 24. Januar 1712 zu Berlin gebo Schon als Knabe machten ihn sein Anstand, seine glückliche Gesichts dung, seine lebhaste Wisbegierde und seine Geistesgegenwart sehr an hend. In seinem Charakter vereinigte er des Vaters sesten Sinn feuriges Temperament mit dem zarten Gesühl seiner Mutter, Sophie rothee, einer Schwester König Georg's II. von England. Seine e Kindheit verlebte er unter den Augen einer ehrwürdigen Frau, die a schon seines Vaters Erzieherin gewesen war. Im siebenten Jahre kan unter männliche Leitung. Zwei hohe Militärpersonen führten die bes dere Aufsicht über ihn. Der lebhafte Prinz fand an Allem Vergnüg Zwei Hofprediger unterrichteten ihn in der Religion und ein Orga unterwies ihn im Klavierspiel.—K. F. BECKER.

ITALIAN LANGUAGE, ETC.

PROFESSOR PISTRUCCI.

3 P. M. to 6 P. M.

[N. B.—*The Questions are to be answered in English.*]

GRAMMATICAL QUESTIONS.

1. Show and exemplify the rules for knowing the gender of Italian nou and add the different exceptions to those rules.
2. Give the *Possessive*, *Demonstrative*, and *Relative* pronouns in b genders and numbers, and show which of those pronouns require the defi article, and which do not admit of it. Explain also in what instances article, before such as otherwise require it, should yet be omitted.
3. What are the various significations of the conjunctive pronouns, *ci, vi, gli, ne, le, glielo ?*
4. Give the whole of the present and future tenses of the indicative *the participle past of dovere, scegliere, rimanere,* salire. When the verb *more forms* than one, let the other forms also be given.

Literary Questions.

(*Dates to be given in all cases.*)

1. Sketch the more prominent incidents in the life of Dante. What other works besides the Divina Commedia did he write?
2. What was observed to happen with regard to the culture of Italian literature during the age which succeeded the times of Boccaccio? In what position is he entitled to rank as an author?
3. What poem did Tassoni write? What was the occasion, and what were the character and spirit of his work?
4. State the merits and defects generally observed in the poetry of Metastasio. Refer to passages in illustration of your answer.
5. Name the authors who at the latter end of the last and the beginning of this century imparted new life and vigour to Italian poetry.
6. Which have been the leading writers in Italian prose and poetry in the last seventy years? Give the titles of their works.

Historical Questions.

(*Dates to be given in all cases.*)

1. Describe briefly the wars of Charlemagne against the Lombardian kings, and the downfall of the latter. At whose instigation and for what causes did he undertake those wars?
2. When and, why was Alessandria built, after whom was it so named, and why was it called Alessandrio della Paglia?
3. State the origin and foundation of the city of Venice.
4. By whose agency and by what means was the complete overthrow of the Republic of Florence effected? Who was the first Duke of Florence?
5. State what you know of Fra Girolamo Savonarola.
6. Give a short description of the political condition and territorial divisions of Italy on the breaking out of the great war in 1793.

Dictation.

Su, mortali, destatevi. Il dì rinasce; torna la verità in sulla terra, e partonsene le immagini vane. Sorgete; ripigliatevi la soma della vita; riducetevi dal mondo falso nel vero.

Ciascuno in questo tempo raccoglie e ricorre coll' animo tutti i pensieri della sua vita presente; richiama alla memoria i disegni, gli studi e i negozi; si propone i diletti e gli affanni che gli sieno per intervenire nello spazio del giorno nuovo. E ciascuno in questo tempo è più desideroso che mai, di ritrovar pure nella sua mente aspettative gioconde e pensieri dolci. Ma pochi sono soddisfatti di questo desiderio; a tutti il risvegliarsi è danno. Il misero non è prima desto, che egli ritorna nelle mani dell' infelicità sua. Dolcissima cosa è quel sonno, a conciliare il quale concorse o letizia o speranza. L' una e l' altra insino alla vigilia del dì seguente, conservasi intera e salva; ma in questa, o manca o declina.

Se il sonno dei mortali fosse perpetuo, ed una cosa medesima colla vita; se sotto l'astro diurno, languendo per la terra in profondissima quiete tutti i viventi, non apparisse opera alcuna; non muggito di buoi per li prati, nè strepito di fiere per le foreste nè canto di uccelli per l' aria nè susurro d' api o di farfalle scorresse per la campagna; non voce, non moto alcuno, se non delle acque, del vento e delle tempeste, sorgesse in alcuna banda; certo l' universo sarabbe inutile, ma forse che vi si troverebbe o copia minore di felicità, o più di miseria, che oggi non vi si trova? Io dimando a te, o sole, autore del giorno, e preside della vigilia: nello spazio dei secoli da te finti e *consumati* fin qui sorgendo e cadendo, vedesti tu alcuna volta un solo *infra i viventi* essere beato?

G. Leopardi.

PURE MATHEMATICS.

Set to candidates for the Colonial Office, Parliament Office, and Education Office, who selected Mathematics.

Time allowed, 3 hours.

1. If a straight line be divided into any two parts, the square described on the whole line is equal to the squares described on the two parts, together with twice the rectangle contained by the parts.

2. Describe a regular pentagon about a given circle.

3. Similar triangles are to one another in the duplicate ratio of their homologous sides.

4. If perpendiculars A*a*, B*b*, C*c*, be drawn from the angular points of a triangle ABC upon the opposite sides, show that they will bisect the angles of the triangle *abc*.

5. Find the Greatest Common Measure of $3x^4 + 14x^3 + 9x + 2$ and $2x^4 + 9x^3 + 14x + 3$.

6. Solve the following equations:—

$$(1)\quad \frac{5x-9}{\sqrt{5x}+3} = 1 + \frac{\sqrt{5x}-3}{2}$$

$$(2)\quad \begin{cases} x^2 - y^2 = 9 \\ xy - y^2 = 4 \end{cases}$$

$$(3)\quad a^{4x} + a^{2x} = a^{6x}.$$

7. Prove the binomial theorem when the index is a positive integer, and find the 7th term in the expansion of $(a^7 + a^6b)^{\frac{1}{2}}$.

8. Apply the method of cross-multiplication, *or* that of indeterminate coefficients, to obtain the value of one of the variables from the equations—

$$\left.\begin{aligned} a_1x + b_1y + c_1z &= d_1 \\ a_2x + b_2y + c_2z &= d_2 \\ a_3x + b_3y + c_3z &= d_3 \end{aligned}\right\}$$

9. Define the cosine of an angle, and trace its changes in sign and magnitude as the angle increases from 135° to 360°.

10. Show that $\cos A = \dfrac{1 - \tan^2\frac{A}{2}}{1 + \tan^2\frac{A}{2}}$; and that if $A + B + C = 180°$, sin 2A + sin 2B + sin 2C = 4 sin A. sin B. sin C.

11. Show that in any triangle where A, B, C, are the angles, and *a*, *b*, *c*, the sides,

$$(1)\quad \frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\text{si}}{c},$$

$$(2)\quad \cos A = \frac{b^2 + c^2 - a^2}{2bc},$$

$$(3)\quad c = a.\cos B + b.\cos A.$$

12. Two sides of a triangle and the included angle being given, solve the triangle.

13. *Define a logarithm.* What is the advantage of taking 10 as the base *of a system of logarithms*?

Given $\log 2 = \cdot 3010300$
$\log 3 = \cdot 477123$,

find $\log 720$ and $\log \frac{1}{48}$.

Find $\log 256$ to the base $2\sqrt{2}$.

14. In the parabola, the rectangle under the latus rectum and an abscissa of the axis, is equal to the square of the semi-ordinate.

15. The normal at any point of an ellipse bisects the angle between the focal distances.

16. If a tangent be drawn to a hyperbola, and be terminated by the asymptotes, it will be bisected in the point of contact.

17. The equation to the ellipse being

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1,$$

find the equation to its tangent.

18. Determine the area contained within the three straight lines whose equations (the axes being rectangular) are respectively

$$y - 2x - 4 = 0, \qquad 3y + 2x - 12 = 0, \qquad y + 3 = 0.$$

MIXED MATHEMATICS.

Set to candidates for the Colonial Office, Parliament Office, and Education Office, who selected Mathematics.

Time allowed, 3 hours.

1. Define the term *resultant*, and show how to find the resultant of any number of forces acting in one plane on a point.

2. Define the centre of gravity of a body or system of bodies, and prove that the centre of gravity of a triangular area coincides with that of three equal particles placed at the angular points.

3. What is meant by the term *Virtual Velocity*? What is the *Principle of virtual velocities*? Show that it holds true in the case of the Inclined Plane.

4. Define *accelerating force* and *moving force*, and prove the formula $S = \frac{1}{2} ft^2$.

5. A balloon is ascending vertically with a given velocity, and a body is let fall from it which reaches the ground in t'': find the height of the balloon when the body left it.

6. What are the conditions of equilibrium of a floating body? Give Boyle's law for the elastic force of air, and describe any experiment by which it may be verified.

7. What is meant by *specific gravity*? To a piece of wood which weighs 4 oz. in vacuo a piece of metal is attached, whose weight in water is 3 oz., and the two together are found to weigh 2 oz. in water: find the specific gravity of the wood.

8. Describe and explain the principle of the diving-bell. Does the tension of the rope increase or decrease as the bell is lowered? Give reasons for your answer.

9. Give the laws for the reflexion and refraction of rays of light.

10. A small pencil of rays is incident from a point 3 feet distant from a concave spherical surface of glass ($\mu = 1{\cdot}5$) the radius of which is 2 feet: find the geometrical focus of refracted rays.

11. Having given the distance at which a short-sighted person can see distinctly, determine the nature of the lens which will enable him to see at any other given distance.

12. What are the chief arguments in favour of the received hypothesis that the earth moves round the sun in an orbit inclined to the plane of the equator?

13. What is the cause of twilight, and why is its duration much less in the tropics than in higher latitudes?

14. Define parallax. By what sort of observations are the parallaxes of the sun and moon respectively determined?

CHEMISTRY (INCLUDING HEAT), ELECTRICITY, AND MAGNETISM.

PROFESSOR LIVEING.

10 A.M. to 1 P.M.

CHEMISTRY (including HEAT).

1. Explain how the tension of aqueous vapour at temperatures above and below the boiling point has been accurately determined, stating distinctly the general principles on which the method depends. Show whether the dew point will be either raised or lowered by a fall in the barometric pressure of the atmosphere, other circumstances being unaltered.

2. Describe, and explain, the preparation of nitric oxide. State the characters of that compound. Also give its volumetric composition and the mode of determining it, and point out what is peculiar about that composition, and the bearing it has on the formula which ought to be assigned to it.

3. Give an account of the manufacture of steel by cementation and by Bessemer's process, and explain the chemistry of these processes. Give any reasons which occur to you for regarding steel as a chemical compound, or as resembling an alloy, or the reverse, indicating distinctly the principles or analogies on which your reasoning is based.

4. With what elements is gold most frequently associated in nature. Explain how to find the proportion of gold in an alloy of gold with any of the other metals usually associated with it.

5. A gaseous organic compound containing no nitrogen is introduced into a eudiometer and fills 92·6 divisions; oxygen is then added until the mixed gases fill 112·6 divisions, and the mixture exploded. The residual gas, after being in contact with some calcium chloride, measures 68·5 divisions, of which 50·4 divisions are absorbed by potash, and the rest is oxygen. Calculate a formula for the compound; the density of it being 29 times that of hydrogen.

ELECTRICITY AND MAGNETISM.

1. What relation exists between the charge on an insulated conductor and the induced charges on neighbouring conductors? Explain how this is proved. Show how it helps to explain what is called "the power of points," and the apparent excess of charge on one coating of a charged Leyden jar above that on the other.

2. *Describe* the construction, and explain the action, and the nature of *the measurements* given by Peltier's electrometer.

3. State the facts observed concerning the residual charge of a Leyden jar, and explain them by reference to recognised general principles.
4. Explain how the total intensity of the earth's magnetism at any time and place is determined experimentally, defining accurately the unit of measurement employed, and explaining how the instrumental measures are reduced to measures in the standard unit. What is the general nature of the variation of intensity at different parts of the earth's surface?
5. State the law connecting the loss of electricity from an insulated conductor with the time and the charge. Show that a telegraph cable of given materials (*e. g.* copper and gutta-percha), at a given temperature and completely insulated, will fall from charge to half-charge in the same time whether the cable be long or short, the wire and insulator thick or thin, and the battery power used to charge it great or small. Show how to find the time of falling from charge to half-charge, and explain the use made of this determination in submarine telegraphy.
6. Show how to measure the resistance of a submarine cable. Prove the following formula for finding the distance of a fault in a cable, where R is the resistance of the cable before it was faulty, and S after it was faulty, when the cable is connected with the earth at the further end; and T is the resistance of the faulty cable when insulated at the further end:—

$$\text{Distance of fault} = \frac{S - \sqrt{(T-S)(R-S)}}{R} \times \text{length of cable.}$$

GEOLOGY AND MINERALOGY.

PROFESSOR RAMSAY.

Monday, March 29th. 10 A. M. to 1 P. M.

GEOLOGY.

1. What are the chief objects of investigation of Geological science?
2. State some of the proofs that stratified rocks are of different ages.
3. Explain by drawings the terms *dip*, *horizontal* and *contorted strata*, and *unconformable stratification*.
4. Explain the action of the *carbonic acid* of the atmosphere in promoting the waste of *limestone rocks*.
5. What common proofs have been given to show the existence of the central heat of the Earth?
6. What is meant by the *succession of life in Time*?

MINERALOGY.

1. What kind of knowledge is included in the word Mineralogy?
2. By what process does a crystal (of Quartz or Calcite for example) gradually increase in size?
3. Define the word *cleavage* as applied to *minerals*.
4. What physical characters are used in the determination of minerals?
5. Are crystals formed in any other way than from solutions; and if so, how?
6. What is meant by the *fundamental* or primary and the secondary *forms of minerals*?

GEOLOGY AND MINERALOGY.

PROFESSOR RAMSAY.

Monday, March 29th. 3 P. M. to 6 P. M.

GEOLOGY.

7. Name any five genera of fossil shells very common in both the *Lias* and *Oolitic formations*.

8. Name some of the genera of *fossil shells* by which you would easily distinguish between *marine* and *fresh water* formations.

9. Is metamorphism of strata confined to formations of any particular age? Give reasons for your belief.

10. Explain the theory of Artesian wells.

11. Explain the mode of occurrence of the beds of Coal in the strata of the Coal-measures, and how they were formed there.

12. State the distribution in time, that is to say, the formations in which the following kinds of fossils occur:—Trilobites, Lingula, Ammonites, Belemnites, Oysters, Elephants, Orthoceras.

MINERALOGY.

7. What is *pseudomorph*, and how are pseudomorphous forms produced?

8. Name the systems of crystallization generally used.

9. What is the fundamental crystalline form of Rock-salt, and how has Rock-salt been formed?

10. Name any three of the common mineral varieties included under Hornblende.

11. How do Zeolites usually occur in rocks, and what are the *essential constituents* of this family of minerals?

12. How would you distinguish Copper pyrites from Iron pyrites, and both from Gold?

13. Name some of the varieties of Quartz.

ZOOLOGY.

W. B. CARPENTER, M. D., V. P. R. S.

10 A. M. to 1 P. M.

ZOOLOGY.

1. On what characters do *Vertebrata* fundamentally differ from the other great Divisions of the Animal Kingdom? Mention any animals included in the Vertebrate series, in which some of these characters are wanting; and state why they are nevertheless retained in it.

2. Describe the chief peculiarities by which the ornithorhynchus is distinguished from other Mammals; and state in what particulars it is allied to the Oviparous Vertebrates.

3. Compare a *Snail* with a *Periwinkle*, and both with a *Doris*; and show what are the points of agreement in which they all serve as representatives of their class, and what are the points of dissimilarity in virtue of which they are assigned to different Orders? Give a general account of the early development of Doris.

4. *In what groups* of Animals is the Radiate plan of structure most characteristically seen? Describe the types in which it is most conspicuous, and notice the principal modifications it undergoes in their aberrant forms.

BOTANY.

Time allowed, 3 hours.

1. Define the following botanical words: achene, obovate, adnate, chalaza, epigynous, gynandrous, ligulate, parenchyma, tuber, raceme, phyllode, anatropous, naming one example of each.
2. Describe the structure of spiral vessels and their several modifications, and state in what classes, and in what parts, of plants they are met with.
3. Give an account of the development of a monocotyledonous stem.
4. Describe the structure of an anther and its contents, and state what you know of the action of the latter in the process of fertilization. Give two examples of special adaptations in flowers to ensure fertilization, and two of flowers so constructed that fertilization can hardly be effected without the agency of insects.
5. Give a short account of the theory of placentation, and state the leading facts on which it is founded.
6. Describe in proper botanical language an apple, a cherry, a strawberry, and a fig, and the principal parts of each.
7. Give the characters of the coniferæ, and of the sub-orders into which they are divided. What species yield the Baltic yellow fir timber, and the wood of which pencils are usually made?
8. To what natural orders would you refer plants having the following characters? And what is the Linnean class and order of each?
 (α) Dicotyledonous, sepals 2, deciduous; corolla regular, petals 4; stamens indefinite, hypogynous; ovary one, placentas parietal; fruit a capsule, seeds numerous.
 (β) Monocotyledonous; perianth free of 6 coloured leaves, stamens 6, inserted in the perianth, anthers bursting inwards; ovary one, superior one, 3 celled; fruit capsular bursting with 3 valves.
9. Describe the general structure of a lichen. How far do lichens and funguses respectively affect the health of trees on which they grow?

N. B.—*In all your exercises attention should be paid to orthography, handwriting, punctuation, grammar, and correctness of expression.*

MORAL PHILOSOPHY, MENTAL PHILOSOPHY, AND LOGIC.

Rev. Professor Grote.

June 9th. 3 p. m.—6 p. m.

[Let your answers to the questions, in the first instance, be as compressed as you can make them, consistently with the showing that you understand the meaning of the terms which you use. If you find that you have time to dilate, choose, if possible, *one* point or question on which to do so. When your own opinion is asked, give it freely, it being only asked as a means of testing how far you enter into the subject. You may refer, if you like it, from one question to another, should you consider that your answer to one satisfies another.]

1. Explain the manner in which different philosophers, ancient and modern, have arranged and classified virtues. Give a very short description of each of the more important virtues, with a view of testing whether what one philosopher *meant* by a particular virtue was the same as that which *another meant*. Describe especially 'justice,' as Plato does, as Aristotle

does, and as you would yourself. Supposing we wished to take one particular virtue to represent the whole of virtue, which would do so best, justice, benevolence, or any other ?

2. Mention what you know of the opinions of Hobbes, and of the controversies which they excited. What is the meaning of 'natural law,' or 'the law of nature ?' Give your own view of the relation of morality and law the one to the other ? What is the nature of the obligation under which we lie to obey the particular laws of our country ?

3. Give the distinctive doctrines of the Epicureans and Stoics, saying how far, in your opinion, they were derived from the earlier Grecian philosophies. Mention any particulars in which it seems to you that moral controversy, since the time of Hobbes, has gone in the track of the old controversies, and any in which it has taken new lines. What is the meaning of moral philosophy being 'inductive' or 'intuitive ?' Explain the relation to each other of the philosophy of pleasure or happiness, the philosophy of benevolence, and the philosophy of utility.

4. What is meant by the 'Association of Ideas ?' Give a history of the doctrine, and discuss the most important "associating principles." Illustrate the union of 'association' with 'sensation.' What do philosophers mean by the 'original' and 'acquired' perceptions of sight ? Is the expression a good one ?

5. Say what you think as to the division of the operations of the mind among different faculties, mentioning what divisions of this kind have been made by different writers, and comparing their merits.

6. Give such different accounts as you are acquainted with of the nature and value of syllogistic reasoning, defining first 'major' and 'minor' as applicable to terms and propositions. Is the syllogism a type of all reasoning, or a particular manner of reasoning, or neither ? Give your own view, if you have one.

7. Give the traditional names (without detailed description) of any ordinary fallacies, and try how pointedly you can illustrate any one of them by an example such as, in common speaking or writing, might be not unlikely to occur.

8. What different meanings have been given, by different authors, to the term 'induction' in application to reasoning ? What is 'deduction ?' Give the heads of what you may know or think as to Lord Bacon's attempt to reform the method of science, and say how it is viewed, in application to the advance of science, by different writers of authority now.

JURISPRUDENCE.

T. C. SANDARS, Esq.

Friday, 11th June, 1869. 3 P. M.—6 P. M.

1. What is meant by saying that "the image of a vinculum juris colours and pervades every part of the Roman law of Contract and Delict ?"

2. Show how the different parts of Austin's Inquiry into the Province of Jurisprudence are connected.

3. Explain the following epithets and descriptions of Roman actions :—*actio arbitraria*, confessoria, negativa, in factum concepta, in factum praescriptis verbis, Pauliana, Serviana, de tigno injuncto, tutelae, de inofficioso testamento, noxalis, Aquiliae.

4. What are the modern shapes in which the ancient prerogative of the English Crown shows itself ?
5. Trace the more important consequences of the Roman doctrine of occupation visible in the history of modern law.
6. How is the liberty of the subject protected in English law ?
7. In what ways did the Roman law provide against tutors and curators neglecting their duties ?
8. How does Bentham answer the question whether we ought to reckon among the wants of the State to be provided for by forced contributions the care of the indigent, public worship, and the cultivation of the arts and sciences ?

POLITICAL ECONOMY.

R. H. HUTTON, ESQ.

Monday, 14th June, 1869. 3 P.M.—6 P.M.

1. What theoretical conditions would be needful for a permanent measure of cost of production ? Would they suffice for a permanent standard of value ?
2. In the case of a joint product,—of which the constituent elements cannot be produced separately, but are used for different purposes,—like mutton and wool, or a rotation of crops on the same land,—how are the relative prices of these constituent elements determined ?
3. Would a country which is at a disadvantage as compared with *all* other countries in producing *all* conceivable commodities, be able to profit by foreign trade ? Give a formula for measuring how much she would lose or gain by any such trade, if forced upon her, or undertaken willingly.
4. After an improvement made in any process of production by an exporting nation, how do the importing nations manage usually to divide the advantage of that improvement with the exporters ? Is it possible for them to gain the *whole* of that advantage ?
5. Under what conditions does a low cost of *special* or *general* labour respectively in any nation's labour-market promote its success in competing with other nations for foreign trade ?
6. What is the use of judicious speculators in any commodity liable to scarcity values to the community ? Explain Mr. Mill's statement :—"The operations of speculative dealers are useful to the public wherever profitable to themselves, and though they are sometimes injurious to the public by heightening the fluctuations which their more usual office is to alleviate, yet wherever this happens, the speculators are the greatest losers."
7. Discuss the influence of a sudden improvement in the arts of production on rents, profits, and wages, when capital and population remain stationary.
8. Explain the various probable effects of a tax on agricultural produce, at first, and ultimately.
9. State some of the cases in which the interference of Government in economical arrangements is defensible in spite of the principle that individuals are the best judges of their own interest.
10. Why should the sugar duties be as far as possible in proportion to the amount of saccharine matter in the sugars ?

THE END.

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